



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

## August 5<sup>th</sup> Task Force Meeting Pre-Read Materials

Dear Task Force members,

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

- 9 districts are requesting a change to their previously allocated ESSER II funds.
- 16 districts are allocating ESSER III funds. This includes their plans as well as their line items.
- 10 district is 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, August 4<sup>th</sup> at 4:00 p.m. so information for the district in question can be included in the presentation materials.

### Reminder

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

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

# MINUTES



## Commissioner's Task Force on ESSER (II, and III) and EANS (I, and II) Distribution of Money - Friday, July 8, 2022

### Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, July 8, 2022.

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

### Approval of Agenda

Melissa Rooker made a motion to approve the agenda as presented for the July 8 meeting and Adam Thomas seconded it. Motion carried 11-0.

**Motion**  
(00:10:25)

### Attendance:

The following Task Force members attended by video conference:

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

### Approval of June 10 Minutes

Adam Thomas made a motion to approve the June 10 minutes and Bert Lewis seconded it. Motion carried 11-0.

**Motion**  
(00:10:45)

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

Doug Boline started the meeting off by stating that there are 13 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, July 12, 2022.

(00:11:14)

The ESSER II change requests consist of 587 individual budgeted expenditures totaling a value of \$17.3 million.

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

(00:12:02)

The eligible expenditures for the 13 change requests totaled to \$17,283,691 (cumulative). The net change for the eligible requests total to \$47,090. 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**

Jamie Rumford made a motion to approve the 13 ESSER II change requests as presented. Bert Lewis seconded it. Motion carried (12-0).

**Motion**  
(00:14:20)

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

(00:14:57)

Doug Boline mentioned that the 16 districts represented in today’s ESSER III application batch have requested \$18.9 million total (92% of their total allocations). The average eligible expenditures (requested) per district (for this specific batch) range from \$139,636 to \$6,485,275; average amount per district is \$1,179,634. The eligible planned expenditures (for this batch) per student range from \$371 to \$2,066; average amount is \$1,366.

**ESSER III: Change Application Status Update**

(00:38:00)

There has been one ESSER III change request received and reviewed to date; which comes from USD 447 Cherryvale for their HVAC system.

**Vote to Recommend the ESSER III Application and Change Request Slate to Kansas State Board of Education – Doug Boline**

Jason Winbolt made a motion to approve the ESSER III applications and change request. Mike Argabright seconded it. Motion carried (12-1).

**Motion**  
(00:40:00)

**Adjournment** – Chairman Porter adjourned the meeting at 3:35 p.m. The next meeting will occur on Friday, August 5, 2022 at 12:00 p.m.



# Commissioner's K-12 Relief Funds Task Force




**Task Force Meeting**  
**August 5<sup>th</sup>, 2022**

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

ESSER II: Change Application Status Update

---

Kansas State Department of Education | [www.ksde.org](http://www.ksde.org) | [#KansansCan](https://twitter.com/KansansCan) *Kansas leads the world in the success of each student.* 

2

# ESSER II status update

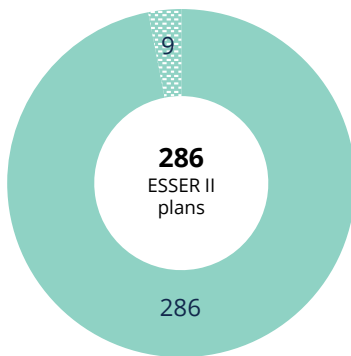
**9 ESSER II change plans are projected to be reviewed in the current slate.**

- 9 ESSER II change applications from districts representing 54,850 students<sup>1</sup>
- 238 individual budgeted expenditures totaling a value of \$52M

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



## ESSER II Update | Overview



Slates of plans previously approved by State Board

286 plans

\$320.1M

Batch of change request plans being reviewed today

9 plans

\$52M

Batch of plans being reviewed today

0

\$0

Plans that have not yet been submitted

0 plans

Plans that are in progress

0 plans



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




### 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
310	Fairfield	\$257,962	\$257,962	\$257,962	\$0	Curriculum
343	Perry Public Schools	\$324,882	\$324,882	\$324,882	\$0	Salaries
364	Marysville	\$504,336	\$461,573	\$504,336	\$42,763	Salaries and Diagnostic Software




## 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
395	LaCrosse	\$223,604	\$106,858	\$193,254	\$86,396	Curriculum and Salaries
428	Great Bend	\$2,657,407	\$2,207,441	\$2,657,407	\$449,966	Premium Pay and Summer School
458	Basehor-Linwood	\$729,150	\$360,682	\$575,983	\$215,301	Salaries

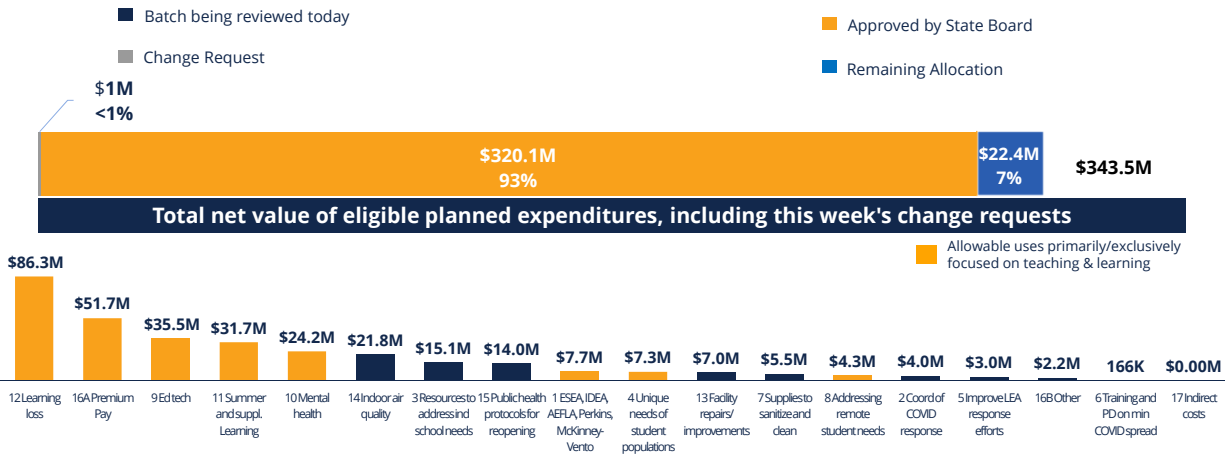
Kansas State Department of Education | www.ksde.org | #KansansCan *Kansas leads the world in the success of each student.*  7

## 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
495	Ft. Larned	\$552,639	\$364,191	\$552,639	\$188,448	Premium Pay
500	Kansas City	\$36,708,777	\$36,708,777	\$36,708,777	\$0	Summer School and Salaries
512	Shawnee Mission	\$10,564,463	\$10,564,463	\$10,564,463	\$0	Substitute Nurse Services
<b>Total</b>		<b>\$52,523,220</b>	<b>\$51,356,829</b>	<b>\$52,339,703</b>	<b>\$982,874</b>	

Kansas State Department of Education | www.ksde.org | #KansansCan *Kansas leads the world in the success of each student.*  8

# ESSER II Change Request Summary Allowable Use



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





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

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



Kansas State Department of Education | [www.ksde.org](http://www.ksde.org) | #KansansCan

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

---

Kansas State Department of Education | [www.ksde.org](http://www.ksde.org) | #KansansCan

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



## ESSER III status update

The following districts' applications from previous State Board meetings have met stakeholder consultation requirements and are fully approved.

- USD 303 Ness City



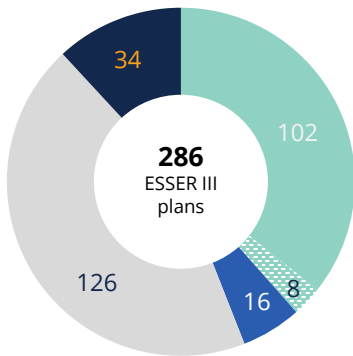
## ESSER III status update

**16 ESSER III plans projected to be reviewed in the current slate. 10 ESSER III change plans to be reviewed in the current slate.**

- 16 districts submitted ESSER III plans representing 54,003 students.
- 664 individual budgeted expenditures totaling a value of \$72.1M with \$71.7 being considered eligible expenditures.
- 10 districts submitted ESSER III change plans representing 8,773 students.
- 189 individual budgeted expenditures totaling a value of \$9.8M.



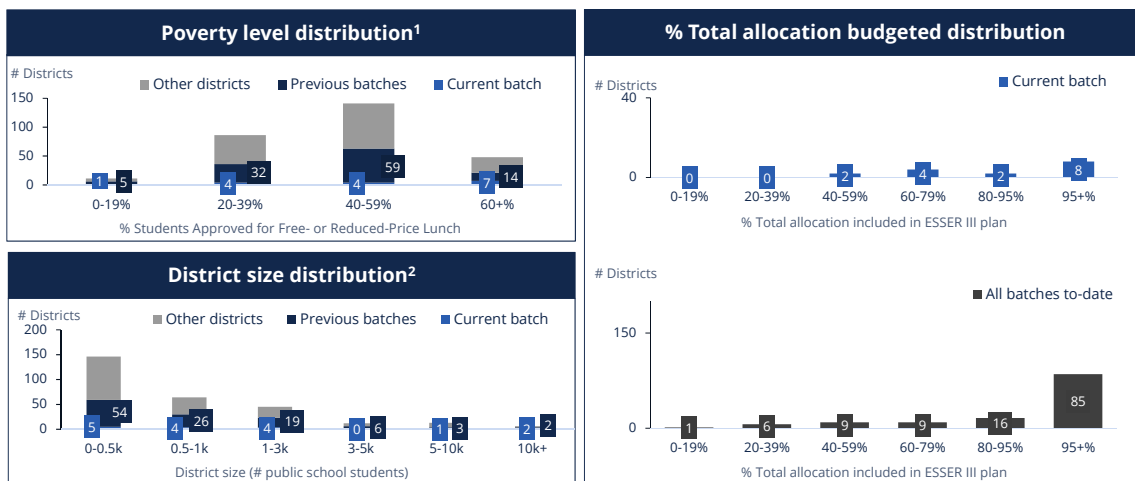
# ESSER III Update | Overview



<b>States of plans fully approved by State Board</b>	102 plans	\$166.3M
<b>Plans conditionally approved at previous State Board</b>	8 plans	\$5.1M
<b>Batch of plans being reviewed today</b>	16 plans	\$71.7M
<b>Plans that have not yet been submitted</b>	126 plans	
<b>Plans that are under KSDE review</b>	34 plans	



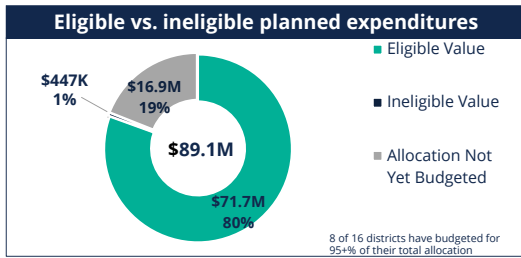
# Program Summary | Profile of monthly batch of ESSER III districts



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

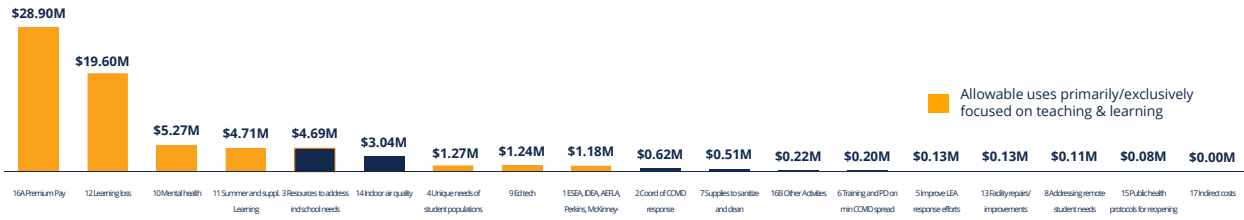


## Summary of Today's Batch



Average eligible expenditures per district	Eligible planned expenditures per student <sup>1</sup> <i>Over total length of plan</i>
<b>\$4,481,994</b>	<b>\$1,328</b>
Range: \$167,639 - \$40,079,012	Range: \$431 - \$3,329

### 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

## USD 503: Parsons | Ineligible line-items

**Ineligible planned expenditures - Total value: \$447,882**

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$359,195	2600	730	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.	Covid-19 has illustrated the significant need for clear and safe communication. In our district from August 2020-April 2022 everyone wore masks. It is written in policy that anytime district wide positivity rates reach 1.5% we will go back to a mask mandate. Our students reported that it was a real struggle to hear the teacher clearly while he/she was instructing with a mask. This inability to clearly hear instruction or directions compounded the learning struggles for students and stress on teachers. We purchased a microphone sound amplification system but our current intercom systems are antiquated, not reliable and the speakers do not provide any sound amplification for classrooms. The new system would allow all teachers and staff to wear a microphone and have their voices amplified through the speakers in the intercom system in the classroom addressing a critical need for everyone to clearly hear the instruction and improve the teaching and learning. Sound amplification is critical during mask mandates. The new intercom systems will allow for safe delivery of amplified instruction in a face-to-face setting, contactless communication when needed and provide the necessary precautions to communicate clearly and safely during a pandemic. New systems would also allow for staff to contact one another via intercoms vs face to face interaction thus reducing the potential spread of the virus in addition to providing critical sound amplification for staff and students,	This is not an allowable use of ESSER Funds.

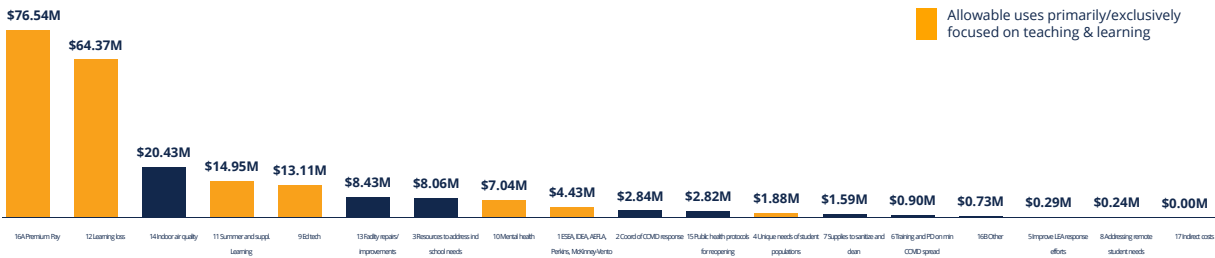
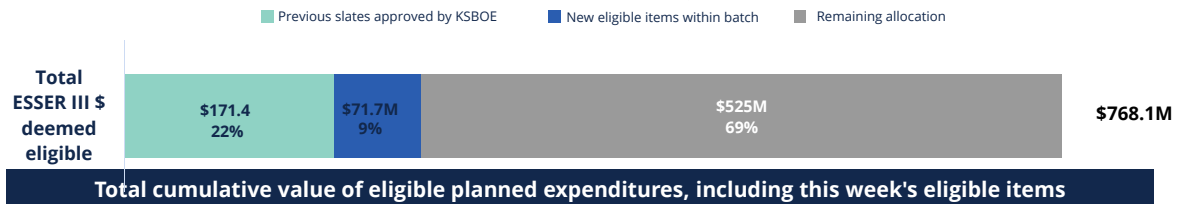
# USD 503: Parsons | Ineligible line-items

**Ineligible planned expenditures - Total value: \$447,882**

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$88,687	2600	730	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve air quality in school facilities.	Environmental sensors will be installed in the high school and middle school monitoring temperature, humidity, TVOC (total measure of Volatile Organic Compounds), particulate matter 2.5 (refers to tiny particles inhale particles or droplets in the air that can have negative health effects), vape, air quality, noise level and motion. Monitoring all of this data will allow for early detection and timely resolution of issues for the health and safety of our students.	This is not an allowable use of ESSER Funds.



## Cumulative ESSER III Program Summary





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




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




## 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
235	Uniontown	\$939,572	\$892,864	\$931,864	\$39,000	Curriculum
237	Smith Center	\$656,592	\$597,679	\$612,920	\$15,241	HVAC
239	North Ottawa	\$665,827	\$665,827	\$665,827	\$0	JAG and Summer School

Kansas State Department of Education | www.ksde.org | #KansansCan *Kansas leads the world in the success of each student.*  23


## 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
242	Weskan	\$82,627	\$82,627	\$82,627	\$0	Textbooks
248	Girard	\$1,552,876	\$1,059,480	\$1,121,830	\$62,350	Salaries
262	Valley Center	\$2,572,506	\$2,572,506	\$2,572,356	\$150	Salaries

Kansas State Department of Education | www.ksde.org | #KansansCan *Kansas leads the world in the success of each student.*  24


## 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
290	Ottawa	\$3,527,931	\$1,830,000	\$2,075,000	\$245,000	Salaries
310	Fairfield	\$579,754	\$579,345	\$579,754	\$409	Curriculum
325	Phillipsburg	\$714,497	\$329,497	\$714,497	\$385,000	Salaries and Textbooks

Kansas State Department of Education | www.ksde.org | #KansansCan *Kansas leads the world in the success of each student.*  25

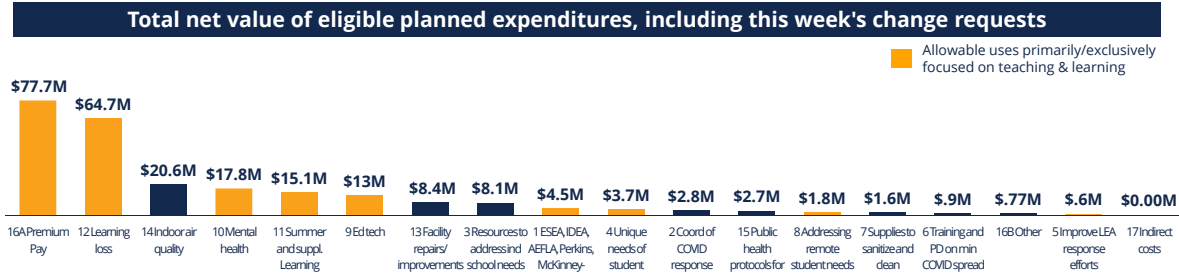
## ESSER III Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
454	Burlingame	\$492,068	\$454,393	\$492,068	\$37,675	Salaries
<b>Total</b>		<b>\$11,784,250</b>	<b>\$9,514,068</b>	<b>\$9,848,893</b>	<b>\$784,825</b>	

Kansas State Department of Education | www.ksde.org | #KansansCan *Kansas leads the world in the success of each student.*  26



## Change Request Summary Allowable Use



Note: Allowable use categorization is displayed based on district reporting



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



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

**Scope:**  
- 16 ESSER III applications  
- 10 ESSER III change request



Kansas State Department of Education | [www.ksde.org](http://www.ksde.org) | #KansansCan

Thank You



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

## 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	310	Fairfield	265	58%	\$ 257,962	\$ 257,962	100%	\$ 257,962	\$ 257,962	\$ -	100%	\$ 973
2	343	Perry Public Schools	728	35%	\$ 324,882	\$ 324,882	100%	\$ 324,882	\$ 324,882	\$ -	100%	\$ 446
3	364	Marysville	747	48%	\$ 504,336	\$ 461,573	92%	\$ 504,336	\$ 504,336	\$ 42,763	100%	\$ 675
4	395	LaCrosse	272	46%	\$ 223,604	\$ 106,858	48%	\$ 223,604	\$ 193,254	\$ 86,396	86%	\$ 712
5	428	Great Bend	2,827	65%	\$ 2,657,407	\$ 2,207,441	83%	\$ 2,657,407	\$ 2,657,407	\$ 449,966	100%	\$ 940
6	458	Basehor-Linwood	2,432	12%	\$ 729,150	\$ 360,682	49%	\$ 575,983	\$ 575,983	\$ 215,301	79%	\$ 237
7	495	Ft Larned	820	50%	\$ 552,639	\$ 364,191	66%	\$ 552,639	\$ 552,639	\$ 188,448	100%	\$ 674
8	500	Kansas City	21,058	88%	\$ 36,708,777	\$ 36,708,777	100%	\$ 36,708,777	\$ 36,708,777	\$ -	100%	\$ 1,743
9	512	Shawnee Mission Pub Sch	25,701.10	33%	\$ 10,564,463	\$ 10,564,463	100%	\$ 10,564,463	\$ 10,564,463	\$ -	100%	\$ 411
<b>Total</b>			<b>54,850</b>	<b>55%</b>	<b>\$ 52,523,220</b>	<b>\$ 51,356,829</b>	<b>98%</b>	<b>52,370,053</b>	<b>\$ 52,339,703</b>	<b>\$ 982,874</b>	<b>100%</b>	<b>\$ 954</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)**

2187-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



deoLPnRz

# 310\_Fairfield\_ESSER II\_Change

---

Applicant details

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

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

**Select an Applicant Type** | Licensed Child Care Provider

**Applicant / Entity Name** | Fairfield USD #310 Daycare

**Applicant / Mailing Address**

Betsy McKinney  
16115 S. Langdon Rd.  
Langdon, KS 67583

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Betsy McKinney

**Applicant / Email Address of Owner, CEO, or Executive Director** | bmckinney@usd310.org

**Applicant / Phone Number** | 620-596-2152

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

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

**Applicant / Federal EIN (if applicable)** | 48-0720350

**Applicant / Website Address (if applicable)** | www.usd310.org

**Applicant /** Child Care Licensing  
Number (if applicable)

| 0077353-005

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

To provide high quality, developmentally appropriate child care for preschool children with a focus on the individual child's age and ability to stimulate social, cognitive, physical and emotional growth.

To provide a safe, nurturing and recreational environment for school age children displaced by school changes due to the pandemic..

---

## Application details

Full District Name

| Faireld Schools

District Number

| 310

Mailing Address | Street Address

| 15116 S. Langdon Rd.

Mailing | City

| Langdon

Mailing Address | Zip Code

| 67583

Authorized Representative of the  
District | Name

| Betsy L. McKinney

Authorized Representative of the  
District | Position or Title

| Superintendent

Authorized Representative of the  
District | Email Address

| bmckinney@usd310.org

Authorized Representative of the  
District | Phone Number

| +16205962020

Would you like to additional district  
representatives to the application?

| No

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

COVID hit our district and impacted us in several ways. First and foremost, for the first time in eight years, our K-3 reading scores fell dramatically. The pandemic stopped our MTSS groupings and it ended our After School Program that focused on students who were reading behind grade level. Science scores fell as well, for all levels. We are a high-poverty, high At-Risk district, and our parents felt a financial squeeze more than ever. This led to more students living in poverty who only get to eat at school. We also had more foster children this year than we have had in the past. More of our students are going to therapy on campus. We had to totally change our cleaning chemicals and methods to that of a new, approved COVID-19 protocol. Technologically we needed more devices for students and more internet capability. .

CHANGE: I am submitting this change order because we had money left over after our summer mental health program ended. We did not use all of the \$5,000 set aside because Horizon's Mental Health Center did not charge us extra to do

summer therapy visits. We also overspent on the "learning loss" area by a total of \$15.89 compared to the original allocation; this is Reason #12. WE did not allocate enough money for Reason 15 and are currently \$634.27 short there from the original allocation. In essence, we are not adding any new areas of expenses but just transferring extra funding where it is needed.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

Our plan to use the ESSER II funds encompasses several areas. First, academically, we want to use the ESSER money to fund an innovative summer program for our K-12 students; this is to help them overcome areas where they have fallen behind. We have selected a new Reading Program for our K-6 that ties in more easily with the Kansas ELA standards and MTSS format than our former program. We also would like to purchase some STEM materials for our middle and high school students to use to in part help them overcome the losses from this year. We want to fund an After-School Program for K-6 for next year for those who are behind grade level in reading or math. We also would bring our district up to where we need to be technologically, with a device for every student that has both a camera and a microphone (in case we zoom again if the pandemic returns.) We need to purchase many laptops and also need to work on our district connectivity and the internet availability to our six small towns. This was a real problem when we were remote, as in the spring of 2020. We are also asking for money to fund the paraprofessional and full-time sub for the last 1.5 months of the 20-21 school year. They were hired only because of COVID-19. We also want to continue to fund an extra custodian because it takes one to do our COVID Protocol. We want to extend our MHIT counseling on campus into the summer as well! Finally, we would like to have funds to provide employees who worked extra hours (with documentation) a \$500 stipend to help compensate some of their extra time and also the use of their home internet service.

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

Academically, we will be able to see clearly from data comparisons to previous years. Technology wise, we will be able to compare future surveys of students and staff to past surveys. We will also be a 1-to-1 district after purchasing more devices. We would use our social-emotional measure to see if the extra counseling/therapy in the summer translates over to fewer discipline issues or DCF/law enforcement referrals in the fall. Check sheets for our COVID Protocol of cleaning will show what work has been completed daily over the time period. The Summer Academy students will be followed academically to see the long-term impact upon their grades and credit recovery.

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

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

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

XLSX

[310 Fairfield ESSERII Cha... \(155 KiB download\)](#)

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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 | Betsy L. McKinney

Date | 07/21/2022

---

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

USD	District Name	Data as of
310	Fairfield	7/21/2022

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
310-1-001-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Fairfield Summer Academy 2021; pay instructors/tutors/drivers/mileage/supplies. This will target student needs.	\$ 51,391	\$ 51,391	\$ -	\$ -	\$ -	21-1000-110-00-00	Approved at 5/11/2021 State Board Meeting
310-1-002-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Chemicals and cleaning supplies required in our Covid 19 protocol.	\$ 6,007	\$ -	\$ 6,007	\$ -	\$ -	21-2600-600-00-00	Approved at 5/11/2021 State Board Meeting
310-1-003-20220809	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program for 2020-2021 for whole school year to target student needs of those in poverty, with disabilities, ESOL, homeless or foster children.	\$ 26,027	\$ -	\$ 26,027	\$ -	\$ -	21-1000-120-00-00	Change Request- Was approved for \$47,950 in SFY 2022
310-1-004-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Continue to fund the full-time sub for the last 1.5 months of the 20-21 school year (many absences due to COVID or quarantine)	\$ 2,970	\$ 2,970	\$ -	\$ -	\$ -	21-1000-110-00-00	Approved at 5/11/2021 State Board Meeting
310-1-005-20220809	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Continue to fund the extra paraprofessional for the last 1.5 months of the 20-21 school year. She takes temperatures daily and helps At-Risk children for part of the day.	\$ 1,944	\$ 1,944	\$ -	\$ -	\$ -	21-1000-120-00-00	Approved at 5/11/2021 State Board Meeting

310-1-006-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Continue the extra custodial position to keep up with our COVID protocol of prevention. We have two part-time people whose hours equal one full time custodian.	\$ 1,440	\$ 1,440	\$ -	\$ -	\$ -	21-2600-120-00-00	Approved at 5/11/2021 State Board Meeting
310-1-007-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	This would be to continue to fund one extra custodial position to help prevent the further spread of the virus. This person cleans rooms daily as students leave for breaks.	\$ 20,966	\$ -	\$ 20,966	\$ -	\$ -	21-2600-120-00-00	Approved at 5/11/2021 State Board Meeting.
310-1-008-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	We want to extend our MHIT counseling program into June and July, something we've never done before. Our students can keep coming to campus to meet with their Horizon's therapist. This money is to cover the expenses of extending the program	\$ 1,678	\$ 1,678	\$ -	\$ -	\$ -	21-1000-110-00-00	Approved at 5/06/2022 State Board Meeting.
310-1-009-20220809	Eligible	Direct Allocation	Instruction-Related Technology	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Our plan is to purchase educational technology including software, hardware, and more connectivity. We are currently short on student devices after the pandemic. This will enable learners from grade 3-12 to use the interactive Google Classroom platform.	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	21-2230-650-00-00	Approved at 5/11/2021 State Board Meeting.
310-1-010-20220809	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	For the first time in 8 years, our K-6 reading scores fell due in part to the fact that we could not host MTSS groups during the pandemic. We want to purchase a new, updated reading curriculum for K-6 that is based on the MTSS format to make instruction more seamless for our students. For the first time in 8 years, our K-6 reading scores fell due in part to the fact that we could not host MTSS groups during the pandemic. We want to purchase a new, updated reading curriculum for K-6 that is based on the MTSS format to make instruction more seamless for our students. We transferred in \$15.89 that was left over from mental health to zero out expenses for Reason #12.	\$ 20,016	\$ -	\$ 20,016	\$ -	\$ -	21-1000-600-00-00	Approved at 5/06/2022 State Board Meeting.

310-1-011-20220809	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Our Science scores at FHS also fell this year and we want to address that by purchasing a STEM curriculum to address our weak areas.	\$ 7,160	\$ -	\$ 7,160	\$ -	\$ -	21-1000-600-00-00	Approved at 5/11/2021 State Board Meeting.
310-1-012-20220809	Eligible	Direct Allocation	Personnel Services	Additional Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$500 premium pay to employees who can provide documentation of outside-of-contract time work to overcome challenges of pandemic. This would be paid to approximately 45 employees, but at this point that is a guess. Nobody would get premium pay without proper documentation. This would help encourage our staff to go above and beyond as the pandemic continues. Transferred in Transferring in \$3305.90 left over from mental health to cover \$634.27 shortage and also to go towards extra cafeteria tables from Virco to spread out elementary kids at mealtime in an extra area to eat.	\$ 26,440	\$ 23,134	\$ 3,306	\$ -	\$ -	21-2570-150-00-00	Approved at 5/06/2022 State Board Meeting.
310-1-013-20220809	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We have no set curriculum for our 6-12 ELA and each teacher in the past has done their own thing. We need an evidence-based and standards-based approach to negate learning loss and to improve our students ELA skills, from reading and comprehension to written language and communication skills. HMH Into Literature meets ESSA standards at the "demonstrating a rationale level" and I have documentation to share if you need it. It is the best program of all of those our ELA department examined and comes with multi-digital formats and parts. It is not just a textbook but is a different approach than we have been using; it will align our curriculum with that of our PK-6 and not be as hit-and-miss as what we do now.	\$ 21,923	\$ -	\$ 21,923	\$ -	\$ -	21-1000-644-00-00	New Line

**Kansas CommonApp (2020)**

3142-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



doJJGKqa

# 343\_PerryLecompton\_ESSERII Plan\_Change\_06292022

---

Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 343 Perry-Lecompton Public Schools
<b>Applicant / Mailing Address</b>	
205 W. Bridge St.   Perry, Ks 66073	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	J.B. Elliott
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	jelliott@usd343.org
<b>Applicant / Phone Number</b>	7855975138

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

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

<b>Applicant / Federal EIN (if applicable)</b>	480699340
<b>Applicant / Website Address (if applicable)</b>	www.usd343.net

---

## Application details

Full District Name	Perry Public Schools
District Number	343
Mailing Address   Street Address	205 W. Bridge Street
Mailing   City	Perry
Mailing Address   Zip Code	66073
Authorized Representative of the District   Name	J.B. Elliott
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	jelliott@usd343.org
Authorized Representative of the District   Phone Number	+17855975138
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 submission is a merger of our previously submitted applications. I was told I need to merge all of our applications into one. Here is the suppose from the most recent application. COVID-19 has negatively impacted students in all demographic categories of our school system. This includes all age groups ranging from our Daycare/PreK programs to our Seniors, for a total of 785 students. The biggest concern is the loss of instructional time due to the effects of COVID during the past two years.

Another area of concern is the turnover rate in staff members. At the conclusion of the 2020-21 school year, 39% (9 out of 23) of our high school staff left their position. We believe this will have a negative impact on learning as well.

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.

Previously submitted: During the 2020-21 school year, we added programs to help with the deficiencies discovered. Programs included Really Great Reading at the elementary level. We have also added several screeners to assist in the identification process of academic and social-emotional needs. Online platforms have been used to connect with students during times in which online learning was required. In one situation at the elementary level, we had to add a section to ensure that we could meet the county requirements related to social distancing in the classroom.

This summer, we plan to focus our efforts on addressing the academic deficiencies our students have realized. Our summer program will be called the "Academic Recovery Program" and will serve identified students in grades K-12. K-8 students scoring below grade level on local and State Assessments are eligible for the Academic Recovery Program. 9-12 students who have fallen behind in graduation progress have been identified as eligible for the summer program. The summer session will begin on Tuesday, July 6th, with a full school day (8:30 – 3:30) three days per week (Tuesday, Wednesday, and Thursday). This

schedule will be maintained for four weeks, ending on July 29th. The schedule allows students a five-week break after the normal school year ends in May and a two-week break before the next school year begins in August. Door-to-door transportation will be made available for all students who need it. : Our food service program will be fully operational, offering breakfast and lunch to all students attending the summer program. Additionally, meals will be available to all students in the community due to the Seamless Summer Food Service program we are currently offering.

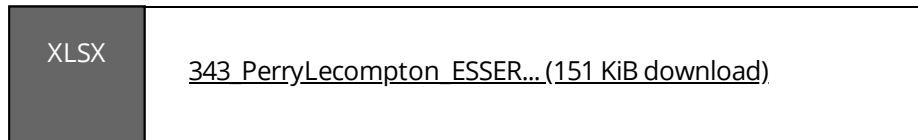
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The most efficient way of determining impact will be to monitor our local assessments and screening reports. We also hope to see a decrease in social-emotional referrals and an increase in graduation rates.

## 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 | J.B. Elliott

Date | 06/29/2022

---

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

USD	District Name	Data as of
343	Perry Public S	7/11/2022

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
343-1-001-20220809	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Budget already closed for 2020-21 amount.). AIMSWeb Plus - used by K-5 staff in 2020-21 to identify struggling students related to loss of instruction time. We use this K-12 beginning in the 21-22 school year.	\$ 4,706	\$ -	\$ 4,706	\$ -	\$ -	96260	Approved at the 6/9/2021 State Board Meeting
343-1-002-20220809	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Budget already closed for '20-'21 amount.) Really Great Reading Program: Intervention and monitoring program for students in grade K-4	\$ 8,775	\$ -	\$ 8,775	\$ -	\$ -	96260	Approved at the 6/9/2021 State Board Meeting
343-1-003-20220809	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST: PowerSchool Learn Platform - This allowed 3-12 grade teachers to post assignments, assessments, and projects on-line. (Similar to Blackboard.). This will transition to Schoology with PowerSchool continueing as the provider in the 2021-22 school year.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	96260	Approved at the 6/9/2021 State Board Meeting
343-1-004-20220809	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	NWEA - MAP Assessment Tool. We had planned to drop this, but want to continue if covered by ESSER II	\$ 8,238	\$ -	\$ 8,238	\$ -	\$ -	96260	Approved at the 6/9/2021 State Board Meeting
343-1-005-20220809	Eligible	Direct Allocation	Other Health Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST: (The original amount did not include a health benefit for a full-time employee or the total days for the contract year of 214). Pay Rate: \$15, 8 Hour per day position Daily rate: \$120, Days in contract: 214 Contract amount:\$25,680, FICA Amount (7.65%): \$1,964.52, Health Benefit amount: \$6,548, Total Amount per year: \$34,192.52	\$ 22,280	\$ 5,184	\$ 17,096	\$ -	\$ -	96120	Approved at 2/15/2022 State Board Meeting

343-1-006-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added a 2nd Grade Teacher in order to meet Social Distancing requirements. Started with 2 sections (23+22) and ended with 3 sections of 15 to meeting requirement. Total amount includes salary and FICA.	\$ 43,956	\$ 43,956	\$ -	\$ -	\$ -	14600	Approved at the 6/9/2021 State Board Meeting
343-1-007-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Total Sub Teacher Pay and lost Salaries due to quarantine and isolation required by COVID-19 situations. This includes classified and certified staff.	\$ 25,204	\$ 25,204	\$ -	\$ -	\$ -	12200	Approved at the 6/9/2021 State Board Meeting
343-1-008-20220809	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST: (Fewer hours worked than budgeted for.). Tech Assistants/Workers for Summer configuration of iPads for 21-22 year and inspection/repair of items for the 20-21 year. Work to be completed in June '21 and July '21	\$ 828	\$ 414	\$ 414	\$ -	\$ -	96135	Approved at the 6/9/2021 State Board Meeting
343-1-009-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANCE REQUEST: (lower rate than budgeted for.). July '21 Summer School: 11 Teachers for K-12 - Avg rate at USD 343 Teir pay is \$34.04/hr, plus FICA	\$ 40,979	\$ -	\$ 40,979	\$ -	\$ -	96100	Approved at the 6/9/2021 State Board Meeting
343-1-010-20220809	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANCE REQUEST: (lower than budget.). July '21 Summer School: 8 Paras for K-12 - USD 343 summer pay rate is \$14.06/hr, plus FICA	\$ 11,508	\$ -	\$ 11,508	\$ -	\$ -	96110	Approved at the 6/9/2021 State Board Meeting
343-1-011-20220809	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budget.). July '21 Summer School: 4 Bus Drivers for K-12 - USD 343 summer pay rate is \$16.25/hr, plus FICA	\$ 2,730	\$ -	\$ 2,730	\$ -	\$ -	96130	Approved at the 6/9/2021 State Board Meeting
343-1-012-20220809	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than expected.). July '21 Summer School: 1 office secretary for K-12 - USD 343 summer pay rate is \$14.06/hr, plus FICA	\$ 1,127	\$ -	\$ 1,127	\$ -	\$ -	96060	Approved at the 6/9/2021 State Board Meeting

343-1-013-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Had to use a service instead of an employee.). July '21 Summer School: 1 custodian for K-12 - USD 343 summer pay rate is \$13.50/hr, plus FICA	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	96050	Approved at the 6/9/2021 State Board Meeting
343-1-014-20220809	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Higher than budget.). July '21 Summer School: 1 admin for K-12 - USD 343 summer pay rate is \$55/hr, plus FICA	\$ 7,105	\$ -	\$ 7,105	\$ -	\$ -	96070	Approved at the 6/9/2021 State Board Meeting
343-1-015-20220809	Eligible	Direct Allocation	Vehicle Operation	Gasoline	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budge.). July '21 Summer School: Fuel for summer bus routes. Estimated at \$3.10/gal and using 12.5 gal daily x 4 buses.	\$ 255	\$ -	\$ 255	\$ -	\$ -	96160	Approved at the 6/9/2021 State Board Meeting
343-1-016-20220809	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Used food service complany.). July '21 Summer School: food service workers for K-12 - USD 343 summer pay rate is \$14.06, plus FICA	\$ 3,511	\$ -	\$ 3,511	\$ -	\$ -	96080	Approved at the 6/9/2021 State Board Meeting
343-1-017-20220809	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Higher than budget.). July '21 Summer School: Field Trip Fees - admission. Figured at \$5 per student with 125 students participating.	\$ 2,778	\$ -	\$ 2,778	\$ -	\$ -	96150	Approved at the 6/9/2021 State Board Meeting
343-1-018-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budget.). July '21 Summer School: Classroom supplies. Figured at \$150 at 12 classrooms	\$ 310	\$ -	\$ 310	\$ -	\$ -	96340	Approved at the 6/9/2021 State Board Meeting



343-1-019-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budget.) Additional cost for Utilities for summer school program. Estimated at \$2,000 for the month of July.	\$ 1,803	\$ -	\$ 1,803	\$ -	\$ -	96400	Approved at the 6/9/2021 State Board Meeting
343-1-020-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We added two staff members to help coordinate with classroom teachers, counselors, social workers, and administrators to ensure a higher level of student success. Salaries of these two staff members were paid with SPARK funding, which ended in December of 2020. I would like to use ESSER II funds to cover the salary for these two teachers for through the end of the 20-21 year.. (The last salary paid on Aug 20th payroll.) K-6 Staff 1: \$33,573.36 salary, \$2,685.87 FICA, \$3,798.08 insurance. (\$40,057.31). 7-12 Staff 1: \$18,935.00 salary, \$1,842.12 FICA, \$1,424.28 insurance. (\$22,201.40)	\$ 62,259	\$ 62,259	\$ -	\$ -	\$ -	96095	Approved at 2/12/2021 State Board Meeting - NOTE: Additional info from the district was provided - SPARK funding ended in December of 2020. However, our virtual students continued through the remainder of the school year. The \$62,258.71 is the cost of the remaining contract for the two full-time virtual school teachers.
343-1-021-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	this request will focus on a financial incentive that will help with the retention of current employees. The incentive pay plan will be for two years, 2021-22 and 2022-23. Employees meeting the employment criteria would receive up to \$1,000 retention incentive pay per year to encourage their continued employment with USD 343. This payment would be for ONLY the first payment (12/20/21)	\$ 28,527	\$ -	\$ 28,527	\$ -	\$ -	96095	Approved at 2/12/2022 State Board Meeting

343-1-022-20220809	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	this request will focus on a financial incentive that will help with the retention of current employees. The incentive pay plan will be for two years, 2021-22 and 2022-23. Employees meeting the employment criteria would receive up to \$1,000 retention incentive pay per year to encourage their continued employment with USD 343. This payment would be for ONLY the first payment (12/20/21)	\$ 22,068	\$ -	\$ 22,068	\$ -	\$ -	96110	Approved at 2/12/2022 State Board Meeting - Note: District provided additional information - Due to COVID, we our application pool is poor to non-existent. The superintendent position no longer has the time to search and recruit potential applicants for open positions due to the extra duties created by COVID. (Contact tracing, contacting parents of close contacts, updating guidelines of COVID, monitoring ESSER expenditures, COVID testing of employees and students, and monitoring COVID PPE supplies. This position will increase our job postings on social media platforms and online job boards. This position will also be responsible for better training and an understanding of employment expectations and responsibilities. This new position will also assist with tracking expenditures for ESSER and COVID.
343-1-023-20220809	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	Chang request: This position will increase our job postings on social media platforms and online job boards. After being hired, we will provide better training and an understanding of employment expectations and responsibilities. This new position will assist with tracking expenditures for ESSER and COVID. Reporting data for COVID will also be a job function. \$18/hr for 260 days, plus FICA and health benefit. (\$3,906/month) . The remaining amount for this item will be submitted for ESSER III.	\$ 19,836	\$ -	\$ 19,836	\$ -	\$ -	96126	Change Request: Previously approved for \$16,043 SFY 2022 at 2/2/2022 State Board Meeting

**Kansas CommonApp (2020)**

3134-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



gLAGqzpw

# 364\_Marysville\_ESSER II Plan\_0527

---

Applicant details

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

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

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

**Applicant / Entity Name** | Marysville USD 364

**Applicant / Mailing Address**

| 211 South 10th  
| Marysville, KS 66508

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Jody Bruna

**Applicant / Email Address of Owner, CEO, or Executive Director** | jbruna@usd364.org

**Applicant / Phone Number** | 785-562-5308

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

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

**Applicant / Federal EIN (if applicable)** | 480720068

**Applicant / Website Address (if applicable)** | www.usd364.org

**Fiscal Agent / Name (if applicable)** | Jody Bruna

**Fiscal Agent / Email (if applicable)** | jbruna@usd364.org

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

211 South 10th  
Marysville, KS 66508

---

## Application details

Full District Name	Marysville
District Number	364
Mailing Address   Street Address	211 South 10th
Mailing   City	Marysville
Mailing Address   Zip Code	66508
Authorized Representative of the District   Name	Jody Bruna
Authorized Representative of the District   Position or Title	Clerk
Authorized Representative of the District   Email Address	jbruna@usd364.org
Authorized Representative of the District   Phone Number	+17855625308
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	dschroeder@usd364.org

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

USD 364 responded to the pandemic with immediate alternative pathways to learning during Covid-19. We still find ourselves in a situation where learning loss did occur across the district, as well as social emotional needs increased across all demographics. We are continuing to mitigate these challenges with our student population and staff.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We are using funds to continue programs and positions implemented to support staff and students in identifying learning loss while supporting the social emotional needs of both students and staff.

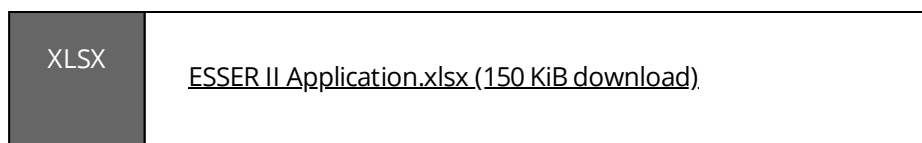
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will refer to our local assessments, Fastbridge results, MAP results and state assessments in our K-12 buildings. The same social emotional screeners used this year will be utilized over the next few years to track the social emotional growth of our student body.

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs

and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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



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

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

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

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

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

## Certification

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

Electronic Signature | Jody Bruna

Date | 05/27/2022

---

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

USD	District Na	Data as of
364	Marysville	7/11/2022

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
364-1-001-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher/Para support staff for summer school to address learning loss as a result of COVID 19. We will be working with approximately 100 students K-12 working on academic deficiencies. This will require 12 certified staff.	\$ 90,388	\$ 45,194	\$ 45,194	\$ -	\$ -	07-1000-110-00	Approved at the 6/9/2021 State Board Meeting
364-1-002-20220809	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Classified support staff for summer school to address learning loss as a result of COVID 19. We will be working with approximately 100 students K-12 working on academic deficiencies. This will require 4 certified staff. Support Staff--custodial, counselor, secretary, nurse	\$ 14,300	\$ 7,150	\$ 7,150	\$ -	\$ -	07-1000-121-00	Approved at the 6/9/2021 State Board Meeting
364-1-003-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	07-1000-610-00	Approved at the 6/9/2021 State Board Meeting
364-1-004-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. Teachers worked beyond contract time due increased lesson prep time from students learning in a hybrid model, and from students reporting to earlier to the classroom in order to prevent student gathering before school for Covid-19 mitigation. This estimated lost lesson prep time of 15 minutes was made up beyond our teachers' contracted time at an extra cost to the district.	\$ 61,000	\$ -	\$ 61,000	\$ -	\$ -	07-1000-110-00	Approved at the 11/9/2021 State Board Meeting

364-1-005-20220809	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. All administrators were expected to attend and participate in Covid-19 mitigation planning and ongoing efforts for teacher support to address learning loss beyond their normal contracted duties. The estimated additional time above and beyond their normal contracted duties due to Covid-19 is estimated to be 15 minutes per day.	\$ 4,550	\$ -	\$ 4,550	\$ -	\$ -	07-2410-111-00	Approved at the 11/9/2021 State Board Meeting
364-1-006-20220809	Eligible	Direct Allocation	Office of the Superintendent	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally had deputy clerk and treasurer included, broke out to correct account number. Originally approved for the FY21, adjusted amount and moved expense to FY22. Stipend for fiscal accounting and reporting of ESSER II funds for the district. Board Clerk/Deputy Clerk/Treasurer	\$ 855	\$ -	\$ 855	\$ -	\$ -	07-2321-121-00	Approved at the 11/9/2021 State Board Meeting
364-1-007-20220809	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. District nurse attended and participated in Covid-19 mitigation planning and ongoing efforts for teacher support to address COVID 19 mitigation and communicated with the health department and teachers related to quarantines and the need for hybrid/remote learning. The estimated additional time above and beyond their normal contracted duties due to Covid-19 is estimated to be 30 minutes per evening.	\$ 1,140	\$ -	\$ 1,140	\$ -	\$ -	07-2100-111-00	Approved at the 11/9/2021 State Board Meeting
364-1-008-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Read Naturally Live Licenses to address reading learning losses for grades 7-12 related to Covid-19 quarantines and exposures.	\$ 3,450	\$ -	\$ 3,450	\$ -	\$ -	07-1000-610-00	Approved at the 6/9/2021 State Board Meeting

364-1-009-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Academic Programs for At-Risk students to address learning loss because of disrupted instruction due to Covid-19 in grades K-12.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	07-1000-110-00	Approved at the 6/9/2021 State Board Meeting
364-1-010-20220809	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	Social Emotional supports and integrative curriculum for counseling staff to address mental health concerns and social emotional loss due to Covid-19.	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	07-2100-300-00	Approved at the 6/9/2021 State Board Meeting
364-1-011-20220809	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social Emotional student mental health events.	\$ 6,000	\$ -	\$ 3,000	\$ 3,000	\$ -	07-2100-610-00	Approved at the 6/9/2021 State Board Meeting
364-1-012-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Chronic Absenteeism Attendance Support and Resources to address chronically absent students who fall in the bottom 10% of all academic achievers to assist support staff in locating and reengaging students.	\$ 4,000	\$ -	\$ 2,000	\$ 2,000	\$ -	07-1000-610-00	Approved at the 6/9/2021 State Board Meeting
364-1-013-20220809	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add a district MTSS/PBIS position which will ensure effective coordination of district efforts to address learning loss and student support strategies, including teacher coaching. This position will serve students with the greatest learning loss and at-risk behaviors in the district.	\$ 59,000	\$ -	\$ 59,000	\$ -	\$ -	07-2410-111-00	Approved at the 6/9/2021 State Board Meeting
364-1-014-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Pathways Training/PD to assist teachers in increasing student skills to better address the bottom 20% of academic achievers and specifically students with Covid-19 based learning loss.	\$ 9,120	\$ -	\$ 4,800	\$ 4,320	\$ -	07-1000-110-00	Approved at the 6/9/2021 State Board Meeting
364-1-015-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Read Naturally Live-Dreambox to assist teachers in increasing student skills to better address the bottom 20% of academic achievers and specifically students with Covid-19 based learning loss.	\$ 42,440	\$ -	\$ 21,220	\$ 21,220	\$ -	07-1000-610-00	Approved at the 6/9/2021 State Board Meeting

364-1-016-20220809	Eligible	Direct Allocation	Instructional Staff Training Services	Other Professional Educational Services	12. Addressing learning loss among students, including vulnerable populations	Change Request: Originally approved for \$4,000, additional training will be offered to assist teachers with learning loss in mathematics. Mathematics consultant, Melissa Fast, to offer professional development to USD 364 K-12 teachers to address learning loss identified in mathematics due to Covid-19 educational distributions.	\$ 6,000	\$ 1,000	\$ 5,000	\$ -	\$ -	07-2213-329-00	Approved at the 11/9/2021 State Board Meeting
364-1-017-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add a .75 FTE Junior High Interventionist to address learning loss of students related to Covid-19. This new position will focus on students identified through Fastbridge as most in need of remediation due to Covid-19 based learning loss.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	07-1000-110-00	Approved at the 6/9/2021 State Board Meeting
364-1-018-20220809	Eligible	Direct Allocation	Instruction	Other Miscellaneous Expenditures	4. Activities to address the unique needs of low-income children, children with disabilities, English learners	Communities in School intervention to specifically address additional hardships, job losses, and child care needs for students and families related to Covid-19. USD 364 At-Risk population will be the primary focus.	\$ 20,000	\$ -	\$ -	\$ 10,000	\$ 10,000	07-1000-890-15	Approved at the 6/9/2021 State Board Meeting
364-1-019-20220809	Eligible	Direct Allocation	Central Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ	Change Request: Was originally included in the clerk's salary line, breaking out for district office staff line. For fiscal accounting and reporting of ESSER II funds for the district.	\$ 1,150	\$ -	\$ 1,150	\$ -	\$ -	10-2500-121-00	Approved at the 11/9/2021 State Board Meeting
364-1-020-20220809	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Bus Drivers/\$600 for Transportation Director to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the increased safety protocols due to the COVID-19 pandemic, including additional disinfecting for safe transportation and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 5,250	\$ -	\$ 5,250	\$ -	\$ -	10-2710-121-00	Approved at the 11/9/2021 State Board Meeting

364-1-021-20220809	Eligible	Direct Allocation	Office of the Superintendent	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22 and was included in principal salary line. All administrators were expected to attend and participate in Covid-19 mitigation planning and ongoing efforts for teacher support to address learning loss beyond their normal contracted duties. The estimated additional time above and beyond their normal contracted duties due to Covid-19 is estimated to be 15 minutes per day.	\$ 1,140	\$ -	\$ 1,140	\$ -	\$ -	10-2321-111-00	Approved at the 11/9/2021 State Board Meeting
364-1-022-20220809	Eligible	Direct Allocation	Board of Education Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22 and was included in principal salary line, this is for our SpEd director, coordinator and administrative assistant. All administrators were expected to attend and participate in Covid-19 mitigation planning and ongoing efforts for teacher support to address learning loss beyond their normal contracted duties. The estimated additional time above and beyond their normal contracted duties due to Covid-19 is estimated to be 15 minutes per day.	\$ 2,845	\$ -	\$ 2,845	\$ -	\$ -	10-2310-111-00	Approved at the 11/9/2021 State Board Meeting
364-1-023-20220809	Eligible	Direct Allocation	Other Improvement of Instruction Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Network Administrator/\$600 for Technology Director to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the anticipated and increased job-related duties that will need to take place during the 2021-22 school year due to the COVID-19 pandemic. Additional duties can and will include increased demand for mitigating technology issues quickly and efficiently; increased collaboration time and communication with staff and students, and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 1,250	\$ -	\$ 1,250	\$ -	\$ -	10-2219-121-00	Approved at the 11/9/2021 State Board Meeting



364-1-024-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Custodians to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the increased safety protocols due to the COVID-19 pandemic, including additional disinfecting for safe return of students and staff to school; collaboration with administration; additional disinfecting for safe athletics and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 4,550	\$ -	\$ 4,550	\$ -	\$ -	10-2600-121-00	Approved at the 11/9/2021 State Board Meeting
364-1-025-20220809	Eligible	Direct Allocation	Operation of Buildings	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Asst. Maintenance Director/\$600 for Maintenance Director to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the increased safety protocols due to the COVID-19 pandemic, including additional disinfecting for safe return of students and staff to school; collaboration with administration; additional disinfecting for safe athletics and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 1,250	\$ -	\$ 1,250	\$ -	\$ -	10-2610-121-00	Approved at the 11/9/2021 State Board Meeting
364-1-026-20220809	Eligible	Direct Allocation	Food Services Operations	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Food Service Workers/\$600 for Food Service Director to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the increased safety protocols due to the COVID-19 pandemic, including additional disinfecting for safe return of students and staff to school; collaboration with administration; additional disinfecting for safe breakfast/lunch periods and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 5,230	\$ -	\$ 5,230	\$ -	\$ -	10-3100-121-00	Approved at the 11/9/2021 State Board Meeting

364-1-027-20220809	Eligible	Direct Allocation	School Library Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. Teachers worked beyond contract time due increased lesson prep time from students learning in a hybrid model, and from students reporting to earlier to the classroom in order to prevent student gathering before school for Covid-19 mitigation. This estimated lost lesson prep time of 15 minutes was made up beyond our teachers' contracted time at an extra cost to the district.	\$ 1,140	\$ -	\$ 1,140	\$ -	\$ -	10-2222-111-00	Approved at the 11/9/2021 State Board Meeting
364-1-028-20220809	Eligible	Direct Allocation	School Library Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Classified to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the increased safety protocols due to the COVID-19 pandemic, including additional disinfecting for safe return of students and staff to school; collaboration with administration; additional disinfecting for safe use of the media center facilities; assisting with online learning and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 570	\$ -	\$ 570	\$ -	\$ -	10-2222-121-00	Approved at the 11/9/2021 State Board Meeting
364-1-029-20220809	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Administrative Assistants to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the anticipated and increased job-related duties that will need to take place during the 2021-22 school year due to the COVID-19 pandemic. Additional duties can and will include increased demand in response to the academic and social-emotional learning loss as well as increased safety protocols; increased communication with staff and students, and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 2,845	\$ -	\$ 2,845	\$ -	\$ -	10-2410-121-00	Approved at the 11/9/2021 State Board Meeting



364-1-030-20220809	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Classified to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the anticipated and increased job-related duties that will need to take place during the 2021-22 school year due to the COVID-19 pandemic. Additional duties can and will include increased demand in response to the academic and social-emotional learning loss as well as increased safety protocols; increased collaboration and communication with administration, certified staff and students; disinfecting; increased time and effort to provide academic support and social-emotional support, and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 19,900	\$ -	\$ 19,900	\$ -	\$ -	10-1000-121-01	Approved at the 11/9/2021 State Board Meeting
364-1-031-20220809	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. Teachers worked beyond contract time due increased lesson prep time from students learning in a hybrid model, and from students reporting to earlier to the classroom in order to prevent student gathering before school for Covid-19 mitigation. This estimated lost lesson prep time of 15 minutes was made up beyond our teachers' contracted time at an extra cost to the district.	\$ 855	\$ -	\$ 855	\$ -	\$ -	10-2100-111-02	Approved at the 11/9/2021 State Board Meeting
364-1-032-20220809	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. Teachers worked beyond contract time due increased lesson prep time from students learning in a hybrid model, and from students reporting to earlier to the classroom in order to prevent student gathering before school for Covid-19 mitigation. This estimated lost lesson prep time of 15 minutes was made up beyond our teachers' contracted time at an extra cost to the district.	\$ 855	\$ -	\$ 855	\$ -	\$ -	10-2100-111-03	Approved at the 11/9/2021 State Board Meeting

364-1-033-20220809	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. Teachers worked beyond contract time due increased lesson prep time from students learning in a hybrid model, and from students reporting to earlier to the classroom in order to prevent student gathering before school for Covid-19 mitigation. This estimated lost lesson prep time of 15 minutes was made up beyond our teachers' contracted time at an extra cost to the district.	\$ 520	\$ -	\$ 520	\$ -	\$ -	10-2100-111-04	Approved at the 11/9/2021 State Board Meeting
364-1-034-20220809	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. Teachers worked beyond contract time due increased lesson prep time from students learning in a hybrid model, and from students reporting to earlier to the classroom in order to prevent student gathering before school for Covid-19 mitigation. This estimated lost lesson prep time of 15 minutes was made up beyond our teachers' contracted time at an extra cost to the district.	\$ 5,120	\$ -	\$ 5,120	\$ -	\$ -	10-2100-111-01	Approved at the 11/9/2021 State Board Meeting
364-1-035-20220809	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Continuation of 7-12 MTSS/PBIS position to support social/behavioral/emotional and learning loss. This position will offer student support strategies and teacher coaching. This position serves At-Risk academics and behavioral students. Teacher coaching will be provided by this position.	\$ 50,000	\$ -	\$ -	\$ 50,000	\$ -	07 E 2410 111 2000 010	New line item
364-1-036-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Diagnostic software to help mitigate loss of learning due to COVID-19.	\$ 12,369	\$ -	\$ -	\$ 12,369	\$ -	07 E 1000 610 2000 010	New Line Item: Please provide more information about the diagnostic software and what the capabilities are in relation to mitigating loss of learning during COVID-19; Applicant responded via email 6/15/2022: Math intervention program that is designed and has been implemented to assist with K-9 students that have shown learning loss due to COVID. It is being used to drive student learning and monitor improvement gains as well as continuing to identify weaknesses.

364-1-037-20220809	Eligible	Direct Allocation	Office of the Superintendent	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Research, analyze and evaluate data to ensure strategies and programs are in place with fidelity to assist with mitigating learning loss in reading and math.	\$ 5,000	\$ -	\$ -	\$ 5,000	\$ -	07 E 2321 111 0000 010	New line item Please provide more information to justify the \$5,000.00 budgeted expenditure for the Office of Superintendent full-time certified salaries. Based on the the narrtive in column J there needs to be a clearer explanation for the new expenditure. Applicatn responded via email on 6/15/226/16/2022: Additional responsibility to identify, monitor and analyze data and curriculum to guide intervention groups for the purpose of identifying specific student skills in Reading that were a result of learning loss due to COVID-19. Coordinating and enhancing programs to create more instructional and learning opportunities for students.
364-1-038-20220809	Eligible	Direct Allocation	Office of the Superintendent	Full-Time 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	To prepare for and respond to COVID-19 and for additional duties related to COVID-19 that are above and beyond clerk's contractual job. The additional pay is reasonable and necessary given the anticipated and increased job-related duties that are taking place during the 2021-22 school year due to the COVID-19 pandemic. Additional duties can and will include increased demand in response to the academic and social/emotional learning loss as well as increased safety protocols;increased comminutcation with staff and students and additional unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for incentive pay.	\$ 5,252	\$ -	\$ -	\$ 5,252	\$ -	07 E 2321 121 0000 000	New line item

364-1-039-20220809	Eligible	Direct Allocation	Central Services	Full-Time 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	To prepare for and respond to COVID-19 and for additional duties related to COVID-19 that are above and beyond the administrative assistant's contractual job. The additional pay is reasonable and necessary given the anticipated and increased job-related duties that are taking place during the 2021-22 school year due to the COVID-19 pandemic. Additional duties can and will include increased demand in response to the academic and social/emotional learning loss as well as increased safety protocols; increased communication with staff and students and additional unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for incentive pay.	\$ 4,503	\$ -	\$ -	\$ 4,503	\$ -	07 E 2500 121 0000 010	New line item
--------------------	----------	-------------------	------------------	----------------------------------	--	---	----------	------	------	----------	------	------------------------------	---------------

**Kansas CommonApp (2020)**

3258-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



xdknxYaN

# 395\_LaCrosse\_ESSER II\_Change

---

## Applicant details

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

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

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

**Applicant / Entity Name** | USD 395

**Applicant / Mailing Address**

616 Main Street  
P.O. Box 778  
LaCrosse, KS 67548

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

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

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

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

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

---

## Application details

Full District Name | Unified School District No. 395

District Number		395
Mailing Address   Street Address		PO Box 778
Mailing   City		La Crosse
Mailing Address   Zip Code		67548
Authorized Representative of the District   Name		Helen Showalter
Authorized Representative of the District   Position or Title		Deputy Clerk
Authorized Representative of the District   Email Address		hshowalter@usd395.org
Authorized Representative of the District   Phone Number		+17852222505
Would you like to additional district representatives to the application?		No

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

COVID-19 has had a wide impact on the students, staff and families of USD 395. Unforeseen obstacles have risen in the wake of the pandemic, affecting a significant number of households. The inability to return to school at the start of the pandemic altered student success overall.

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

**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 educational agency, including buildings operated by such agency.

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

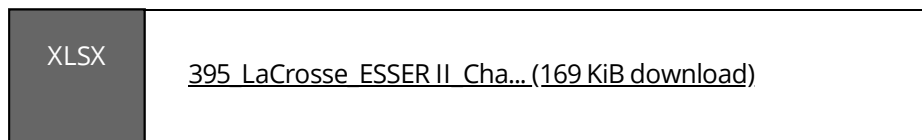
The district will use a combination of communication with students, teachers, parents and staff, etc. to determine the continued impact from COVID-19 and the impact ESSER II expenditures have on our district outcomes.

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

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

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

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

Electronic Signature | Helen Showalter

Date | 07/14/2022

---

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

USD	District	Data as of
395	LaCross	7/21/2022

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
395-1-001-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	*CHANGE REQUEST* We are purchasing 18 new Clear Touch boards to use in our classrooms to help us address learning loss that occurred over the past year. This technology will allow our teachers to spend more time engaging the students and will also allow for better social distancing. This purchase includes online access to assist students who may need to be in remote learning, supplemental online learning, as well as provides professional training for staff.	\$ 42,283	\$ -	\$ 42,283	\$ -	\$ -	28-000-1000-736	Change Request- Was approved for \$59,857.48 in SFY 2022. These clear touch boards will allow our teachers to deliver video classroom instruction or video conferencing via Zoom for remote learners in covid quarantine, have tested positive or the school needs to shut down for any extended time or go to a hybrid learning environment. These machines have the capability of Zooming in on several students at once along with a 3-d view of the classroom while the main screen is showing instructional materials. All at once! You can use many conferencing call applications, as well as share the screens of websites being used, or the applications open. There is a white board option too as well, which offers both the online learners and the in class learners a clear view of materials being presented. These clear touch boards will be a very valuable teaching tool for all of our teachers to use. As far as addressing learning loss, the clear touch boards will allow interactive instruction from the teacher as well as peer-tutoring strategies that any student absent for any extended period of time for any reason could use to help each other catch up with lost instruction! I believe these interactive TVs will allow those remote students a more interactive experience rather than being placed on an iPad, trying to see and hear appropriately
395-1-002-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	*CHANGE REQUEST* We will be using ESSER II funds to help with providing counseling and oversight of the mental well being of our students due to the impact of the Covid pandemic. This will be a new position and we are requesting funds to support the teacher's salary for this area. This will be for the 2021-22 and 2022-23 school years.	\$ 91,907	\$ -	\$ 91,907	\$ -	\$ -	28-000-1000-110	Change Request- Was approved for \$47,000 in SFY 2022.

395-1-003-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	*NEW ITEM* Purchase enVision Math 2.0 Common Core (K-5) Curriculum plus Digital Courseware for K-5 classrooms. Updated and aligned curriculum will allow for effective remediation of learning loss due to COVID.	\$ 12,874	\$ -	\$ 12,874	\$ -	\$ -	06-210-1000-644	New Line Item
395-1-004-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	*NEW ITEM* We will be using ESSER II funds to help with providing counseling and oversight of the mental well being of our students due to the impact of the Covid pandemic. This will be for the 2022-23 school year.	\$ 32,448	\$ -	\$ 32,448	\$ -	\$ -	28-000-1000-110	New Line Item. This is a new position.
395-1-005-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	*NEW ITEM* Purchase Savvas myPerspectives English Language Arts for 7-12 classrooms. Updated curriculum will help with learning loss.	\$ 11,741	\$ -	\$ 11,741	\$ -	\$ -	06-310-1000-644	New Line Item
395-1-006-20220614	Ineligible	Direct Allocation	Building Improvements	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	*NEW ITEM* Replace 3 roof top mini split HVA units with high efficiency units to improve air quality in those sections of the high school.	\$ 30,350	\$ -	\$ 30,350	\$ -	\$ -	16-310-4700-700	New Line Item. This line item cannot be deemed eligible until the Capital Improvement Prior Approval Request has been submitted and approved. <a href="https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSER_Capital_Improvement_and_Construction_Request_Form.docx">https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSER_Capital_Improvement_and_Construction_Request_Form.docx</a> . Allowable if CDC guidelines are met.
395-1-007-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	*NEW ITEM* We will be using ESSER II funds to help with staff pay and supplies for our Jump Start Summer School program. This helps provide students impacted by Covid 19 learning loss additional support and provides an opportunity for extended learning.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	28-000-1000-110	New Line Item. This is a three-week session and it is for 2 staff members and supplies.

**Kansas CommonApp (2020)**

3128-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



xaYPyWQw

# 428\_Great Bend\_ESSER II Plan\_0525

---

## 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 #428 Great Bend

**Applicant / Mailing Address**

| 201 S Patton Rd  
Great Bend, KS 67530

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Khris Thexton

**Applicant / Email Address of Owner, CEO, or Executive Director** | khris.thexton@usd428.net

**Applicant / Phone Number** | 620-793-1500

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

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

**Applicant / Federal EIN (if applicable)** | 48-0721637

---

## Application details

Full District Name | Great Bend

District Number		428
Mailing Address   Street Address		201 S Patton Rd
Mailing   City		Great Bend
Mailing Address   Zip Code		67530
Authorized Representative of the District   Name		Khris Thexton
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		khris.thexton@usd428.net
Authorized Representative of the District   Phone Number		+16207931500
Would you like to additional district representatives to the application?		No

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

The largest impact on our students is seen most readily in our benchmark assessments for our Kindergarten to second grade students. The comparison from previous year assessments (Fall 2019 to fall 2020, winter 2019 to winter 2020) shows that students are significantly behind where they were in past years. There seems to be less reading and math lag in the 3rd through 12th grade students. However all students are showing significantly more social emotional needs than in previous years. And, it is our students from economically disadvantaged homes that show the most negative impact from COVID 19 and the quarantines and time away from school. Since our district is in the 70% range of Low SES, this pandemic has had a significant impact on our students and their families. The number of students who scored proficient in Reading for the EL and SPED subgroups decreased, while the number of students scoring in the lowest category increased. The number of students who scored proficient in Math for the EL and SPED subgroups showed very limited growth, while the number of students scoring in the lowest category decreased by a very small margin. Approximately 30% of USD 428 students who attended the GB Remote program for the 2020-21 school year were not successful; failing grades and limited participation.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

ESSER II funds will be utilized to continue to address needs arising due to COVID-19. Current plans include providing stipends for duties performed by staff in response to the pandemic, providing additional training to staff regarding the social and emotional needs of our students, continuing to offer additional software and technology equipment due to new and different needs of staff and students, continuing an after school program and summer school program focused on addressing additional needs of students due to school closure during the pandemic, and funding the addition of several staff to serve in capacities that have arisen due to COVID-19.

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

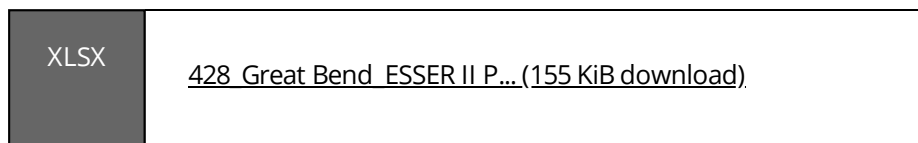


The ongoing use of benchmark assessments track our students in their math and reading growth as well as their social emotional needs. We will use these measures as well as attendance, office discipline referrals, class grades and so on to determine the impact of the money spent to support teachers to support students, get additional technology, create additional time for instruction and create additional instructional programs for students. The impact of ESSER II allocations will be determined by following the quantitative data provided by the FastBridge Benchmarking (academic & SEL), attendance, office referrals, and student grades. Qualitative data provided by Family Engagement coordinators, families, teachers, and other stakeholders will be used to determine impact, as well.

## 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 | Khris Thexton

Date | 06/01/2022

---

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

USD	District Name	Data as of
428	Great Bend	7/11/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
428-1-001-20220809	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipends will be paid for duties required of teachers beyond their contract.	\$ 429,500	\$ 404,500	\$ 25,000	\$ -	\$ -	92 E 1000 151 0500 000	Change Request: Previously approved for \$350,000 SFY 2021
428-1-002-20220809	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	An additional contract day will be added for teachers to receive training on addressing COVID-19 related needs of students.	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	92 E 1000 100 0500 000	Approved at the 7/13/2021 State Board Meeting
428-1-003-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	92 E 1000 110 0500 000	Change Request: Previously approved for \$50,000 SFY 2021, 2022 and 2023
428-1-004-20220809	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	92 E 1000 120 0500 000	Change Request: Previously approved for \$35,000 SFY 2021, 2022 and 2023
428-1-005-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipends will be paid for duties required of teachers beyond their contract.	\$ 31,000	\$ 31,000	\$ -	\$ -	\$ -	92 E 1000 220 0500 000	Change Request: Previously approved for \$26,775 SFY 2021

428-1-006-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	An additional contract day will be added for teachers to receive training on addressing COVID-19 related needs of students.	\$ 5,355	\$ -	\$ 5,355	\$ -	\$ -	92 E 1000 220 0500 000	Approved at the 7/13/2021 State Board Meeting
428-1-007-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ -	92 E 1000 220 0500 000	Change Request: Previously approved for \$6,503 SFY 2021, 2022 and 2023
428-1-008-20220809	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipends will be paid for duties required of teachers beyond their contract.	\$ 760	\$ 760	\$ -	\$ -	\$ -	92 E 1000 260 0500 000	Change Request: Previously approved for \$350 SFY 2021
428-1-009-20220809	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	An additional contract day will be added for teachers to receive training on addressing COVID-19 related needs of students.	\$ 70	\$ -	\$ 70	\$ -	\$ -	92 E 1000 260 0500 000	Approved at the 7/13/2021 State Board Meeting
428-1-010-20220809	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.	\$ 60	\$ -	\$ 60	\$ -	\$ -	92 E 1000 260 0500 000	Change Request: Previously approved for \$85 SFY 2021, 2022 and 2023
428-1-011-20220809	Eligible	Direct Allocation	Instruction	Other Purchased Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Training for teachers on addressing COVID-19 related needs of students.	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	92 E 1000 500 0500 000	Change Request: Previously approved for \$100,000 SFY 2021

428-1-012-20220809	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Several software licenses will be renewed to accommodate enhanced communication between students and teachers, and allow for remote learning if the need arises.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	92 E 1000 735 0500 000	Change Request: Previously approved for \$50,000 SFY 2021
428-1-013-20220809	Eligible	Direct Allocation	Health Services	Part-Time Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	An additional nurse will be hired to serve the district in response to increased demand due to the pandemic.	\$ 42,000	\$ -	\$ 42,000	\$ -	\$ -	92 E 2134 110 0530 000	Change Request: Previously approved for \$42,000 SFY 2021, 2022 and 2023
428-1-014-20220809	Eligible	Direct Allocation	Health Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	An additional nurse will be hired to serve the district in response to increased demand due to the pandemic.	\$ 3,213	\$ -	\$ 3,213	\$ -	\$ -	92 E 2134 220 0530 000	Change Request: Previously approved for \$3,213 SFY 2021, 2022 and 2023
428-1-015-20220809	Eligible	Direct Allocation	Health Services	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	An additional nurse will be hired to serve the district in response to increased demand due to the pandemic.	\$ 42	\$ -	\$ 42	\$ -	\$ -	92 E 2134 260 0530 000	Change Request: Previously approved for \$42 SFY 2021, 2022 and 2023
428-1-016-20220809	Eligible	Direct Allocation	Support Services - Instruction	Personal Services - 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	Seven positions will be added to address additional student needs due to the pandemic, focusing on engagement of families and support.	\$ 175,000	\$ -	\$ 175,000	\$ -	\$ -	92 E 2200 100 0500 000	Change Request: Previously approved for \$225,000 SFY 2021, 2022 and 2023

428-1-017-20220809	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	Allocation of duties performed by classified staff related to COVID-19.	\$ 397,650	\$ 397,650	\$ -	\$ -	\$ -	92 E 2200 120 0500 000	Change Request: Previously approved for \$317,000 SFY 2021
428-1-018-20220809	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Seven positions will be added to address additional student needs due to the pandemic, focusing on engagement of families and support.	\$ 13,388	\$ -	\$ 13,388	\$ -	\$ -	92 E 2200 220 0500 000	Change Request: Previously approved for \$17,213 SFY 2021, 2022 and 2023
428-1-019-20220809	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Allocation of duties performed by classified staff related to COVID-19.	\$ 72,500	\$ 72,500	\$ -	\$ -	\$ -	92 E 2200 220 0500 000	Change Request: Previously approved for \$24,251 SFY 2021
428-1-020-20220809	Eligible	Direct Allocation	Support Services - Instruction	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	Seven positions will be added to address additional student needs due to the pandemic, focusing on engagement of families and support.	\$ 175	\$ -	\$ 175	\$ -	\$ -	92 E 2200 260 0500 000	Change Request: Previously approved for \$225 SFY 2021, 2022 and 2023



428-1-021-20220809	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Allocation of duties performed by classified staff related to COVID-19.	\$ 350	\$ 350	\$ -	\$ -	\$ -	92 E 2200 260 0500 000	Change Request: Previously approved for \$317 SFY 2021
428-1-022-20220809	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	10. Providing mental health services and supports	Addition of an employee assistance program with the purpose of providing mental health support to employees.	\$ 9,650	\$ -	\$ 9,650	\$ -	\$ -	92 E 2200 500 0500 000	Change Request: Previously approved for \$150,000 SFY 2021, 2022 and 2023
428-1-023-20220809	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Reimbursement of self-insured health plan for costs of COVID-related health care.	\$ 48,200	\$ -	\$ 48,200	\$ -	\$ -	92 E 2200 500 0500 000	Change Request: Previously approved for \$10,000 SFY 2021
428-1-024-20220809	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Wages paid to employees under FFCRA or the district's extension of the rules through 6/30/2021, including leave for COVID-19 or quarantine.	\$ 97,100	\$ 97,100	\$ -	\$ -	\$ -	92 E 1000 120 0500 000	Change Request: Previously approved for \$70,000 SFY 2021
428-1-025-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Increased cleaning supplies needed to respond to increased sanitation needs.	\$ 13,650	\$ 10,650	\$ 3,000	\$ -	\$ -	92 E 2600 600 0500 000	New Line Item
428-1-026-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional vision & OAE screeners were purchased to accommodate social distancing and sanitation practices as fewer screeners were previously being shared.	\$ 16,500	\$ -	\$ 16,500	\$ -	\$ -	92 E 2600 700 0500 000	New Line Item

428-1-027-20220809	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The summer school program will assist students by addressing learning loss caused by school closure during the COVID-19 pandemic.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	92 E 1000 113 0500 000	New Line Item; Applicant responded via email: Summer school will include 50 teachers and 400 students and will be in session from 6/6/2022-6/30/2022.
428-1-028-20220809	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The summer school program will assist students by addressing learning loss caused by school closure during the COVID-19 pandemic.	\$ 59,210	\$ -	\$ 59,210	\$ -	\$ -	92 E 1000 122 0500 000	New Line Item; Applicant responded via email: Summer school will also include 50 classified employees (teachers assistants, paraprofessionals, and building support roles).
428-1-029-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	The summer school program will assist students by addressing learning loss caused by school closure during the COVID-19 pandemic.	\$ 10,650	\$ -	\$ 10,650	\$ -	\$ -	92 E 1000 220 0500 000	New Line Item
428-1-030-20220809	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	The summer school program will assist students by addressing learning loss caused by school closure during the COVID-19 pandemic.	\$ 140	\$ -	\$ 140	\$ -	\$ -	92 E 1000 260 0500 000	New Line Item
428-1-031-20220809	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An extended summer school program will be implemented to address social and emotional impacts of the COVID-19 pandemic.	\$ 46,404	\$ -	\$ 46,404	\$ -	\$ -	92 E 1000 123 0500 000	New Line Item; Applicant responded via email: A new Enrichment program is being offered in July and this line item is a budget for the classified employees that will be compensated for this program. It fits under Object code 122 Part-Time Non-Certified, but we wished to track these expenses separately and so used 123. There will be 22 classified employees compensated.

428-1-032-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An extended summer school program will be implemented to address social and emotional impacts of the COVID-19 pandemic.	\$ 3,550	\$ -	\$ 3,550	\$ -	\$ -	92 E 1000 220 0500 000	New Line Item
428-1-033-20220809	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	An extended summer school program will be implemented to address social and emotional impacts of the COVID-19 pandemic.	\$ 46	\$ -	\$ 46	\$ -	\$ -	92 E 1000 260 0500 000	New Line Item
428-1-034-20220809	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention payments will be paid to teachers who are continuing employment with the district as staff shortages continue as a result of the COVID-19 pandemic.	\$ 405,105	\$ -	\$ -	\$ 405,105	\$ -	92 E 1000 151 0500 000	New Line Item; Applicant responded via email: The retention incentive payments will be for approximately 300 certified teachers and administrators at the amount of \$1,500 each. The anticipated payment date is the end of August 2022.
428-1-035-20220809	Eligible	Direct Allocation	Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention payments will be paid to non-certified staff who are continuing employment with the district as staff shortages continue as a result of the COVID-19 pandemic.	\$ 376,354	\$ -	\$ -	\$ 376,354	\$ -	92 E 1000 150 0500 000	New Line Item
428-1-036-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention payments will be paid to teachers and non-certified staff who are continuing employment with the district as staff shortages continue as a result of the COVID-19 pandemic.	\$ 59,705	\$ -	\$ -	\$ 59,705	\$ -	92 E 1000 220 0500 000	New Line Item

428-1-037-20220809	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention payments will be paid to teachers and non-certified staff who are continuing employment with the district as staff shortages continue as a result of the COVID-19 pandemic.	\$ 780	\$ -	\$ -	\$ 780	\$ -	92 E 1000 260 0500 000	New Line Item
428-1-038-20220809	Eligible	Direct Allocation	Instruction	Other Purchased Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	As substitutes continue to be in high demand and short supply for absences due to the COVID-19 pandemic, expenses for substitute licensing will be reimbursed to staff members.	\$ 800	\$ -	\$ 800	\$ -	\$ -	92 E 1000 500 0500 000	New Line Item
428-1-039-20220809	Eligible	Direct Allocation	Support Services - Instruction	Supplies & Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	A new program has been implemented to address additional student needs due to the pandemic, focusing on engagement of families and support. These funds will be used for supplies for program meetings.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	92 E 2200 600 0500 00	New Line Item

**Kansas CommonApp (2020)**

3107-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GYnjArpd

# 458\_Basehor-Linwood\_ESSER II Plan\_0503 (copy) (copy)

---

## Applicant details

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

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

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

**Applicant / Entity Name** | USD 458

**Applicant / Mailing Address**

| 2008 N 155th Street  
| Basehor, KS 66007

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | David Howard

**Applicant / Email Address of Owner, CEO, or Executive Director** | dhoward@usd458.org

**Applicant / Phone Number** | 913-724-1396

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

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

---

## Application details

Full District Name | Basehor-Linwood

District Number		458
Mailing Address   Street Address		2008 N 155th Street
Mailing   City		Basehor
Mailing Address   Zip Code		66007
Authorized Representative of the District   Name		Pam Chenoweth
Authorized Representative of the District   Position or Title		Board Clerk
Authorized Representative of the District   Email Address		pchenoweth@usd458.org
Authorized Representative of the District   Phone Number		+19136627025
Would you like to additional district representatives to the application?		No

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

The district extended an additional 10 days of covid leave to staff members during the 21/22 school year to assist in mitigating the spread of the virus. Staff members were allowed to use the leave for themselves or to care for family members who tested positive for the virus. We feel that by allowing paid leave during this time, that staff did not report for duty when ill to keep from losing pay.

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.

One of our 1st steps to combat the learning loss is the development of our summer school programs. Each building has done a data-dive to determine which students are in need of enrichment due to the learning loss. Working together, our teams collaborated to develop their summer school platform. The funds will be used to pay for our staffing needs, resources, and supplies to meet the needs of this platform to decrease learning loss across the district at the K-12 level. This is a new program for us that has been specifically designed for learning loss due to COVID-19.

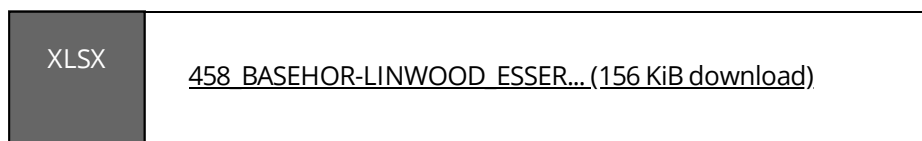
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine the impact of our ESSER II funds, our district plans to continue to monitor students' academic growth along with social emotional growth. Our team will utilize our universal screeners, MAP, item assessments and panorama. Gathering this data our teachers, administrators and support staff will collaborate to continually analyze the impacts of our programming to determine additional resources for student growth. Through this data-driven approach our team will continuously analyze our data to determine what is being effective from our ESSER II funded programs and what additional programs are needed to get our students back on track from the effects of the pandemic.

## Notes on ESSER II application Excel template:

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

Date | 04/27/2022

---

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

USD	District Name	Data as of
458	Basehor-Linwood	7/25/2022

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
458-1-001-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salaries for Summer School services to address learning loss during pandemic	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	12518	Approved at 6-9-2021 State Board Meeting. Provide more information on the expected number of staff and students to benefit from this expenditure. Provide information on the duration of the summer program.; Applicant responded via email: 180 students have been identified and invited to participate in summer school due to the loss of learning sustained from COVID 19. 18 elementary teachers, 6 secondary teachers, one elementary administrator, one secondary administrator and one nurse will be staffed. Dates to include the following: Tuesday, Wednesday and Thursday from June 8 - July 1st (12 days) from 9 am - 1:30 pm.
458-1-002-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Teacher Salaries	\$ 4,055	\$ 4,055	\$ -	\$ -	\$ -	12618	Approved at 6-9-2021 State Board Meeting.
458-1-003-20220809	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative Salaries for Summer School Services	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	12718	Approved at 6-9-2021 State Board Meeting.
458-1-004-20220809	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Administrative Salaries	\$ 306	\$ 306	\$ -	\$ -	\$ -	12818	Approved at 6-9-2021 State Board Meeting.
458-1-005-20220809	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing Services or Summer School Program	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	12918	Approved at 6-9-2021 State Board Meeting.

458-1-006-20220809	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Nursing Services	\$ 115	\$ 115	\$ -	\$ -	\$ -	13018	Approved at 6-9-2021 State Board Meeting.
458-1-007-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional Supplies for Summer School Program	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	13118	Approved at 6-9-2021 State Board Meeting.
458-1-008-20220809	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Student Transportation for Summer School program	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	13218	Approved at 6-9-2021 State Board Meeting.
458-1-009-20220809	Eligible	Direct Allocation	Operation of Non-Instruction Services	Food Service Management	11A. Planning and implementing summer learning or enrichment programs	Food Service cost for Summer School Program	\$ 16,500	\$ 16,500	\$ -	\$ -	\$ -	13318	Approved at 6-9-2021 State Board Meeting
458-1-010-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Musical Wind Instrument bell covers to reduce the spread of covid through airborne particals produced during classroom use of wind instruments.	\$ 2,939	\$ 2,939	\$ -	\$ -	\$ -	13320	Approved at 12/14/2021 State Board Meeting.
458-1-011-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	0	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	Synexis Units designed to clean and filter air in classrooms where masks cannot be worn at all times. (ex. Music classrooms and special education classrooms with students unable to wear masks for varying reasons.	\$ 19,554	\$ 19,554	\$ -	\$ -	\$ -	13319	Approved at 12/14/2021 State Board Meeting. Applicant responded via email: 8 Units will be purchased at a cost of \$2,444.25 each.

458-1-012-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Staff member for added duties associated with learning loss due to Covid.	\$ 120,750	\$ 120,750	\$ -	\$ -	\$ -	13321	Approved at 12/14/2021 State Board Meeting. Applicant responded via email: A \$750 payment for all staff members to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the 2021-22 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 and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic. The proposed payment date is November 22nd, 2022. Staff Count: 1000 Certified - 161
458-1-013-20220809	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Staff member for added duties associated with learning loss due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13322	Approved at 12/14/2021 State Board Meeting. Applicant responded via email: See line 26 for narrative Staff count: 1000 Classified - 11
458-1-014-20220809	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Premium Pay in the amount of \$750/Stuent Support Staff member for added duties associated with Social/Emotional Issues due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13323	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2100 Certified - 11
458-1-015-20220809	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Premium Pay in the amount of \$750/Nursing Staff members for added Nursing duties due to Covid.	\$ 5,250	\$ 5,250	\$ -	\$ -	\$ -	13324	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2100 Classified - 7
458-1-016-20220809	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Support Staff member for added duties associated with learning loss due to Covid.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	13325	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2200 Certified - 2

458-1-017-20220809	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Support Staff member for added duties associated with learning loss due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13326	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2200 Classified - 11
458-1-018-20220809	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 750	\$ 750	\$ -	\$ -	\$ -	13327	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2300 Certified - 1
458-1-019-20220809	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 750	\$ 750	\$ -	\$ -	\$ -	13328	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2300 Certified - 1
458-1-020-20220809	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	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13329	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2400 Certified - 11
458-1-021-20220809	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 11,250	\$ 11,250	\$ -	\$ -	\$ -	13330	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2400 Classified - 15
458-1-022-20220809	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	13331	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2500 Certified - 2

458-1-023-20220809	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	13332	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2500 Classified - 6
458-1-024-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Premium Pay in the amount \$750/Staff member for added duties associated with cleaning and sanitizing buildings.	\$ 20,250	\$ 20,250	\$ -	\$ -	\$ -	13333	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2600 - Classified 27
458-1-025-20220809	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Premium Pay in the amount \$750/Staff member for added duties associated with providing safe food service during Covid.	\$ 18,000	\$ 18,000	\$ -	\$ -	\$ -	13333	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 3100 - Classified - 24
458-1-026-20220809	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	Premium Pay in the amount of \$750/staff member for added duties associated with providing safe and sanitized daycare operation for staff dependents.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	13334	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 3300 Classified - 10
458-1-027-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 9,869	\$ 9,869	\$ -	\$ -	\$ -	13335	Approved at 12/14/2021 State Board Meeting.
458-1-028-20220809	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,033	\$ 1,033	\$ -	\$ -	\$ -	13336	Approved at 12/14/2021 State Board Meeting.



458-1-029-20220809	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 746	\$ 746	\$ -	\$ -	\$ -	13337	Approved at 12/14/2021 State Board Meeting.
458-1-030-20220809	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 115	\$ 115	\$ -	\$ -	\$ -	13338	Approved at 12/14/2021 State Board Meeting.
458-1-031-20220809	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,492	\$ 1,492	\$ -	\$ -	\$ -	13339	Approved at 12/14/2021 State Board Meeting.
458-1-032-20220809	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 459	\$ 459	\$ -	\$ -	\$ -	13340	Approved at 12/14/2021 State Board Meeting.
458-1-033-20220809	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,549	\$ 1,549	\$ -	\$ -	\$ -	13341	Approved at 12/14/2021 State Board Meeting.
458-1-034-20220809	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,377	\$ 1,377	\$ -	\$ -	\$ -	13342	Approved at 12/14/2021 State Board Meeting.

458-1-035-20220809	Eligible	Direct Allocation	Community Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 574	\$ 574	\$ -	\$ -	\$ -	13343	Approved at 12/14/2021 State Board Meeting.
458-2-001-20220809	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Extended Staff leave Associated with covid up to 10 days to help with personal financial burdens associated with classroom exposure and time missed from work. Additionally to keep staff members from going to work while ill or experiencing symptoms to help eliminate spread of the virus to staff and students.	\$ 200,000	\$ -	\$ 200,000	\$ -	\$ -	13343	New Line Item
458-2-002-20220809	Eligible	True Up Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC ASSOCIATED WITH EXTENDED LEAVE	\$ 15,300	\$ -	\$ 15,300	\$ -	\$ -	13346	New Line Item

**Kansas CommonApp (2020)**

3341-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qDJEdkxP

# 495\_Fort Larned\_ESSERII\_Change\_0726

---

Applicant details

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

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

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

**Applicant / Entity Name** | Fort Larned USD 495

**Applicant / Mailing Address**

| 120 East 6th Street, Larned, Kansas 67550

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Bryce Wachs

**Applicant / Email Address of Owner, CEO, or Executive Director** | bryce.wachs@usd495.com

**Applicant / Phone Number** | 620-285-3185

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

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

**Applicant / Federal EIN (if applicable)** | 48-0724327

**Applicant / Website Address (if applicable)** | www.usd495.com

**Fiscal Agent / Name (if applicable)** | Jean Simmons

**Fiscal Agent / Email (if applicable)** | jean.simmons@usd495.com

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

120 East 6th Street, Larned, Kansas 67550

---

Application details

Full District Name	Fort Larned
District Number	495
Mailing Address   Street Address	120 East 6th
Mailing   City	Larned
Mailing Address   Zip Code	67550
Authorized Representative of the District   Name	Bryce Wachs
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	bryce.wachs@usd495.com
Authorized Representative of the District   Phone Number	+16202853185
Would you like to additional district representatives to the application?	No

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

The Fort Larned School District was fortunate with the use of our mitigation strategies to operate school throughout the 2020-2021 fully in person. We did encounter numerous staff and students that missed extended periods of time due to positive cases or quarantines associated with COVID-19. Our staff worked diligently to provide learning opportunities for the students that missed in a remote learning environment. The ability to operate in a fully in person environment provided the majority of our students with as normal of school environment as possible. Though with the challenges of implementing mitigation strategies, this significantly impacted our ability to provide our tiered system of support in math and reading instruction. Our students learning throughout the district K-12 took place within their specific class or cohort in upper grades. We provided support within the classroom, but this was limited compared to our normal practices. In evaluating our state assessment data last spring we performed exceptionally well across the board. With the exception of Grade 7 ELA our district was above the state average on all assessments. Though our local benchmarking data with FastBridge showed greater gaps forming with our Tier 2 and 3 students. These were the students that needed the tiered supports throughout the year on top of the core instructional pieces. Our tier 2 and 3 students are comprised heavily from special populations, including students with disabilities, students in foster care and students in poverty.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

We plan to use a portion of the ESSER II dollars to provide summer school for our tier 2 and 3 students K-12 during the summer of 2021. The summer school program was three weeks, four days per week in the month of June. Students were identified for the program based on our benchmark screener FastBridge at the K-8 levels. At the high school students were identified that were behind in graduation credits or failing core subjects during the 2020-2021 school term. Funds would pay for certified teachers, classroom aides, and social worker in a designed program to keep student to adult ratios of 8:1.

This year we plan to add an additional school nurse to our district, to provide one nurse in every school building. This is instrumental in ensuring we are able to follow public health guidelines and recommendations.

To help with identified learning losses from the 2020-2021 school year, we plan to utilize a portion of the ESSER II funds to hire a ELA intervention teacher at the middle school. We currently have one intervention specialist that focuses on both math and ELA. Based on student needs within that facility we need the additional support to provide targeted and evidenced based practices. Along with the support at the middle school, we plan to purchase manipulatives to be used by elementary teachers in tiered math instructional activities.

As we continue to meet the mental health needs of our students, we plan to purchase a character education program for 6-12. The program is CharacterStrong, which is aligned to standards and will be imbedded in our seminar periods.

We plan to provide retention premium pay to all staff for the 2022-2023 school year due to staff shortages caused by the COVID-19. This will keep our buildings fully staffed.

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

A significant amount of our focus is on making gains on the learning loss that was suffered by our tier 2 and 3 students over the course of the last 18 months. We identified the need based on data analysis of our local assessments and state assessments. After implementing summer school, middle school intervention specialist, technology and the additional of manipulatives, we will evaluate our data again. Our goal is to show gains in our Tier 2 and 3 students in math and reading statistically higher than our normal gains.

Our additional school nurse will provide support to families, students, and staff as we implement public health recommendations, resulting in increased school attendance. As we implement new character education, we will evaluate our progress through surveys and screenings.

## Notes on ESSER II application Excel template:

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

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

XLSX

# 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 | Bryce Wachs

Date | 07/26/2022

---

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

USD	District Name	Data as of
495	Ft Larned	7/28/2022

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
495-1-001-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Funds will be utilized for enhanced cleaning procedures by the district to combat the spread of COVID-19 in our facilities. This will allow our district to continue to operate in person in a safe environment. "change request"	\$ 5,349	\$ 350	\$ 4,647	\$ 352	\$ -	113-50-1000-610	Change Request- Was approved for \$349.65 in SFY 2021 and \$10,000 in SFY 2022
495-1-002-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The funds will provide and continue to provide a 1 to 1 Chromebook initiative within our district 1st-12th. This reduces the sharing of machines, providing a machine per student reduces Covid spread due the amount of multiple contacts to a machine. ( FY21 50 Chromebooks for \$22,295 plus \$600 for hotspots; The funds will also be use to provide interactive boards in elementary classrooms to be utilized during center and intervention activities increasing hands on learning with technology to address learning loss due to Covid. (FY22 10 interactive boards for \$69,254.13)	\$ 92,090	\$ 22,836	\$ 69,254	\$ -	\$ -	113-50-1000-610	Approved at 4/8/2022 State Board Meeting.
495-1-003-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Funds were used to rent storage facilities (\$1300) to reduce items in elementary classrooms during FY21 to provide more space to adhere to 6ft COVID-19 social distancing guidance. Funds were also used to purchase signs and vinyl lettering (\$769.26) encouraging KDHE and CDC guidance within our school facilities to help mitigate COVID-19.	\$ 2,069	\$ 2,069	\$ -	\$ -	\$ -	113-50-1000-610	Approved at 4/8/2022 State Board Meeting.
495-1-004-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Funds were used to provide electrical recepticals to install thermal cameras and monitors in offices for tempature checks of students, staff and visitors based on CDC recommendations to mitigate COVID-19.	\$ 2,945	\$ 2,945	\$ -	\$ -	\$ -	113-50-1000-610	Approved at 4/8/2022 State Board Meeting.

495-1-005-20220809	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19. "change request"	\$ 12,728	\$ -	\$ 12,728	\$ -	\$ -	113-01-2200-112	Change Request-Was approved for \$31,708.16 in SFY 2022
495-1-006-20220809	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19. "change request"	\$ 967	\$ -	\$ 967	\$ -	\$ -	113-01-2200-220	Change Request-Was approved for \$2,452.67 in SFY 2022
495-1-007-20220809	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19. "change request"	\$ 13	\$ -	\$ 13	\$ -	\$ -	113-01-2200-290	Change Request-Was approved for \$31.70 in SFY 2022
495-1-008-20220809	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19. "change request"	\$ 8	\$ -	\$ 8	\$ -	\$ -	113-01-1000-210	Change Request-Was approved for \$23.76 in SFY 2022
495-1-009-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs. "change request"	\$ 21,342	\$ -	\$ 21,342	\$ -	\$ -	113-03-1000-127	Change Request-Was approved for \$51,220 in SFY 2022
495-1-010-20220809	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs. "change request"	\$ 2,090	\$ -	\$ 2,090	\$ -	\$ -	113-03-1000-210	Change Request-Was approved for \$5,063.76 in SFY 2022

495-1-011-20220809	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English and reading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs. "change request"	\$ 21	\$ -	\$ 21	\$ -	\$ -	113-03-1000-290	Change Request-Was approved for \$51.22 in SFY 2022
495-1-012-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English and reading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs. "change request"	\$ 1,583	\$ -	\$ 1,583	\$ -	\$ -	113-03-1000-220	Change Request-Was approved for \$3,918.33 in SFY 2022
495-1-013-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchasing of manipulatives to be used to assist in math instruction at the elementary school. Based on the learning loss suffered by students due to COVID-19, our elementary school needs the additional support and hands on opportunities during tiered intervention sessions to meet students needs. *Change Request*	\$ 2,610	\$ -	\$ 2,610	\$ -	\$ -	113-50-1000-610	Change Request-Was approved for \$2,934.45 in SFY 2022
495-1-014-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Funds will be used to purchase CharacterStrong Curriculum for grades 6th-12th. The curriculum will be utilized during our seminar time to build on students Social, Emotional and Character Development. The mental health of students has suffered during the COVID-19 pandemic and we will be focusing on SEL with this curriculum on a daily basis during seminar.	\$ 8,196	\$ -	\$ 8,196	\$ -	\$ -	113-50-1000-610	Approved at 10/12/2021 State Board Meeting.
495-1-015-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 for staff (27 certified) to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 to continue to recoup learning loss due to Covid with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments. "change request"	\$ 33,792	\$ 33,792	\$ -	\$ -	\$ -	113-01-1000-127	Change Request- Was approved for \$33,792 in SFY 2021 and SFY 2022

495-1-016-20220809	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 for staff (19 classified) to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 to continue to recoup learning loss due to Covid with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments. "change request"	\$ 14,481	\$ 14,481	\$ -	\$ -	\$ -	113-01-1000-127	Change Request- Was approved for \$14,481.30 in SFY 2021 and SFY 2022
495-1-017-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments. "change request"	\$ 3,694	\$ 3,694	\$ -	\$ -	\$ -	113-01-1000-220	Change Request- Was approved for \$3,693.62 in SFY 2021 and SFY 2022
495-1-018-20220809	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments. "change request"	\$ 48	\$ 48	\$ -	\$ -	\$ -	113-01-1000-290	Change Request- Was approved for \$48.29 in SFY 2021 and SFY 2022
495-1-019-20220809	Eligible	Direct Allocation	Instruction	Group Insurance	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments. "change request"	\$ 3,275	\$ 3,275	\$ -	\$ -	\$ -	113--01-1000-210	Change Request- Was approved for \$3,274.91 in SFY 2021 and SFY 2022
495-1-020-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay- The COVID-19 pandemic has created current labor shortages and forecasted labor shortages for the 2022-2023 school year, we will pay a retention premium of \$2,000 (\$1,000 in September and \$1,000 after January 1st) per instructional salaried staff member in order to keep our district fully staffed. This is to retain all Full-time and Part-time staff employed by the district. "new item"	\$ 152,000	\$ -	\$ -	\$ 152,000	\$ -	113-50-1000-110	New Line Item-Per phone call this is for 76 staff members

495-1-021-20220809	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay- The COVID-19 pandemic has created current labor shortages and forecasted labor shortages for the 2022-2023 school year, we will pay a retention premium of \$2,000 (\$1,000 in September and \$1,000 after January 1st) per instructional salaried staff member in order to keep our district fully staffed. This is to retain all Full-time and Part-time staff employed by the district. "new item"	\$ 16,887	\$ -	\$ -	\$ 16,887	\$ -	113-50-1000-220	New Line Item-Per phone call this is for 76 staff members
495-1-022-20220809	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay- The COVID-19 pandemic has created current labor shortages and forecasted labor shortages for the 2022-2023 school year, we will pay a retention premium of \$2,000 (\$1,000 in September and \$1,000 after January 1st) per instructional salaried staff member in order to keep our district fully staffed. This is to retain all Full-time and Part-time staff employed by the district. "new item"	\$ 221	\$ -	\$ -	\$ 221	\$ -	113-50-1000-290	New Line Item-Per phone call this is for 76 staff members
495-1-023-20220809	Eligible	Direct Allocation	Support Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay- The COVID-19 pandemic has created current labor shortages and forecasted labor shortages for the 2022-2023 school year, we will pay a retention premium of \$2,000 (\$1,000 in September and \$1,000 after January 1st) per support salaried staff member in order to keep our district fully staffed. This is to retain all Full-time and Part-time staff employed by the district. "new item"	\$ 36,000	\$ -	\$ -	\$ 36,000	\$ -	113-50-2000-110	New Line Item-- Per phone call this is for 18 staff members
495-1-024-20220809	Eligible	Direct Allocation	Support Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay- The COVID-19 pandemic has created current labor shortages and forecasted labor shortages for the 2022-2023 school year, we will pay a retention premium of \$2,000 (\$1,000 in September and \$1,000 after January 1st) per support salaried staff member in order to keep our district fully staffed. This is to retain all Full-time and Part-time staff employed by the district. "new item"	\$ 7,631	\$ -	\$ -	\$ 7,631	\$ -	113-50-2000-220	New Line Item- Per phone call this is for 18 staff members
495-1-025-20220809	Eligible	Direct Allocation	Support Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay- The COVID-19 pandemic has created current labor shortages and forecasted labor shortages for the 2022-2023 school year, we will pay a retention premium of \$2,000 (\$1,000 in September and \$1,000 after January 1st) per support salaried staff member in order to keep our district fully staffed. This is to retain all Full-time and Part-time staff employed by the district. "new item"	\$ 100	\$ -	\$ -	\$ 100	\$ -	113-50-2000-290	New Line Item- Per phone call this is for 18 staff members

495-1-026-20220809	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay- The COVID-19 pandemic has created current labor shortages and forecasted labor shortages for the 2022-2023 school year, we will pay a retention premium of \$125 per month per instructional hourly staff member in order to keep our district fully staffed. The following schedule will be followed, 9 month hourly employees will receive September-June, 10 month hourly employees will receive September-July and 12 month hourly employees will receive August-July. This is to retain all Full-time and Part-time staff employed by the district. "new item"	\$ 68,750	\$ -	\$ -	\$ 68,750	\$ -	113-50-1000-120	New Line Item. Per phone call, this is for 55 people. For the 9-month hourly staff, they will receive 9 payments every month that they work. The 10-month hourly staff will receive 10 payments for every month that they work. The 12-month hourly staff, will receive 12 payments for every month they work.
495-1-027-20220809	Eligible	Direct Allocation	Support Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay- The COVID-19 pandemic has created current labor shortages and forecasted labor shortages for the 2022-2023 school year, we will pay a retention premium of \$125 per month per support hourly staff member in order to keep our district fully staffed. The following schedule will be followed, 9 month hourly employees will receive September-June, 10 month hourly employees will receive September-July and 12 month hourly employees will receive August-July. This is to retain all Full-time and Part-time staff employed by the district. "new item"	\$ 63,750	\$ -	\$ -	\$ 63,750	\$ -	113-50-2000-120	New Line Item. Per phone call, this is for 46 people. For the 9-month hourly staff, they will receive 9 payments every month that they work. The 10-month hourly staff will receive 10 payments for every month that they work. The 12-month hourly staff, will receive 12 payments for every month they work.



**Kansas CommonApp (2020)**

3139-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



PqlawmyL

# 500\_Kansas City Kansas\_ESSER II\_Change\_0606

---

## 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>	Kansas City, Kansas Public Schools
<b>Applicant / Mailing Address</b>	
2010 N 59th Street	
Kansas City, KS 66104	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Tracy Kaiser
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	tracy.kaiser@kckps.org
<b>Applicant / Phone Number</b>	913-279-2254

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

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

---

## Application details

Full District Name	Kansas City Kansas
--------------------	--------------------

District Number		500
Mailing Address   Street Address		2010 N 59th St
Mailing   City		Kansas City
Mailing Address   Zip Code		66104
Authorized Representative of the District   Name		Tracy Kaiser
Authorized Representative of the District   Position or Title		Executive Director of Business Operations
Authorized Representative of the District   Email Address		tracy.kaiser@kckps.org
Authorized Representative of the District   Phone Number		+19132792254
Would you like to additional district representatives to the application?		No

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

The diverse make-up of Kansas City, Kansas School district as a whole, lends itself to the disproportionate impact of COVID19. Specific data for our district shows that: there are a little over 4,000 students identified with disabilities; over 9,000 English Learners; approximately 3% of the population that qualifies under McKinley-Vento; and the free and reduced lunch rate is 77%.  
 The Board of Education made the decision to have students remain in remote learning for a majority of the 2020/2021 school year due to positive COVID percentage rate for Wyandotte county, which was at 28% for a majority of the school year. Students with the highest educational needs were brought back to in-person learning in early January, with the majority of students returning on March 31st. The education impact of being in remote learning for over a year with our high needs diverse population will be shown when the Kansas Assessment data becomes available.  
 The socio-emotional needs of our students is also of great concern. Over the past year, the district has lost an increased number of students to gun violence, drug related issues, and suicide. The referral rate to our building based social workers has increased 50% over the past school year.

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

| NA

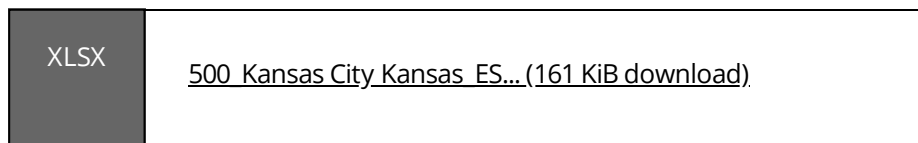
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

| NA

## 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 | Tracy Kaiser

Date | 06/06/2022

---

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

USD	District	Data as of
500	Kansas	7/18/2022

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
500-1-001-19000100	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Curriculum targeted toward areas in which students have fallen behind. To ensure we have the necessary materials to close student learning gaps due to COVID19, we will need to purchase necessary curriculum resources that align to the KSCCRS. One specific example is, due to COVID-19, our students in K-3 have sustained learning loss in literacy skills. Therefore, we need to ensure that we provide our K-3 teachers and students with the necessary instructional materials that align to the KSCCRS, Structure Literacy, and Science of Reading (KSDE Dyslexia Requirements).	\$ 7,379,002	\$ 3,879,002	\$ 3,500,000	\$ -	\$ -	07-31-001-1000-8039-56440	Approved at the December 14th State Board Meeting
500-1-002-19000100	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The learning loss due to COVID will be addressed with a summer school program. Summer school salaries. There were 10,000 students eligible to attend summer school, currently there are 5,000 enrolled and set to begin. 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.	\$ 3,992,090	\$ 1,867,090	\$ 2,125,000	\$ -	\$ -	07-40-001-1800-8039-51200	Approved at the December 14th State Board Meeting
500-1-003-19000100	Eligible	Direct Allocation	Student Transportation	Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transportation)	11A. Planning and implementing summer learning or enrichment programs	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.	\$ 275,935	\$ 125,935	\$ 150,000	\$ -	\$ -	07-25-600-1800-8039-55190	Approved at the December 14th State Board Meeting
500-1-004-19000100	Eligible	Direct Allocation	Instruction	Additional compensation paid to instructional aides and assistants	11B. Planning and implementing supplemental after-school programs	Community partnerships for academic tutoring. These funds would be used to coordinate with community partners to provide additional tutoring for students. Could impact 75% of our students.	\$ 660,000	\$ -	\$ -	\$ 660,000	\$ -	07-40-001-1000-8039-51520	Approved at the December 14th State Board Meeting



500-1-005-19000100	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Reading intervention teachers. Our seven (7) Comprehensive Support Schools (CSI) at the elementary level will each receive a teacher.	\$ 1,154,000	\$ 577,000	\$ 577,000	\$ -	\$ -	07-40-001-1000-8039-51200	Change Request: Previously approved for \$577,000 SFY 2021, 2022 and 2023
500-1-006-19000100	Eligible	Direct Allocation	Planning, Research, Development, and Evaluation Services	Other Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 7,200	\$ 3,600	\$ 3,600	\$ -	\$ -	07-32-001-2540-8039-53520	Approved at the July 13, 2021 State Board Meeting
500-1-007-19000100	Eligible	Direct Allocation	Student Transportation	Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transportation)	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 90,000	\$ 45,000	\$ 45,000	\$ -	\$ -	07-25-600-2700-8039-55190	Approved at 7-13-2021 State Board Meeting.
500-1-008-19000100	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 190,000	\$ -	\$ 95,000	\$ 95,000	\$ -	07-40-001-1000-8039-51200	Approved at the 12/14/2021 State Board Meeting

500-1-009-19000100	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Intervention software - KSDE approved evidenced-based intervention software will be identified by the C&I department that can be purchased to help fill in gaps in reading and math caused by COVID-19 as well. Buildings will have an opportunity to select from those software programs. To ensure fidelity of use and analysis of data, monthly check-in meetings will occur with IIOs to determine if the program is having an impact on student achievement. 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. 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.	\$ 4,090,000	\$ 2,445,000	\$ 1,445,000	\$ 200,000	\$ -	07-31-001-1000-8039-56530	Approved at the 12/14/2021 State Board Meeting
500-1-010-19000100	Eligible	Direct Allocation	Instructional Staff Training Services	Instructional Programs Improvement Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	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	\$ 1,002,488	\$ 519,488	\$ 483,000	\$ -	\$ -	07-31-001-2213-8039-53210	Approved at 7-13-2021 State Board Meeting.
500-1-011-19000100	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	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.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	07-40-001-1000-8039-51200	Approved at the 12/14/2021 State Board Meeting

500-1-012-19000100	Eligible	Direct Allocation	Administrative Technology Services	Rental of Equipment and Vehicles	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Our students were in remote learning for a majority of the 2020/2021 school year due to COVID. As the need for the use of technology grows, we need to increase bandwidth for the district. This will benefit 22,000 students and all of our staff.	\$ 119,900	\$ 109,900	\$ 10,000	\$ -	\$ -	07-26-001-2580-8039-54420	Approved at 7-13-2021 State Board Meeting.
500-1-013-19000100	Eligible	Direct Allocation	Safety	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	In order to mitigate due to COVID, we are purchasing Air filtration systems in 40 schools. Anticipate 2,300 units to include classrooms and office areas.	\$ 1,238,000	\$ -	\$ 1,238,000	\$ -	\$ -	07-24-005-2623-8039-57300	Approved at 7-13-2021 State Board Meeting.
500-1-014-19000100	Eligible	Direct Allocation	Safety	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	To mitigate the spread of COVID, there will be a continued need to provide PPE for students and staff.	\$ 23,000	\$ 10,000	\$ 8,000	\$ 5,000	\$ -	07-20-001-2670-8039-56100	Approved at the 12/14/2021 State Board Meeting
500-1-015-19000100	Eligible	Direct Allocation	Safety	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	CHANGE REQUEST: Water bottle fillers (40 schools with 2 per building), disinfecting system (Danolyte Generator Hypochlorous System creates internal cost savings by creating our own cleaning solution instead of purchasing from vendors) to mitigate the spread of COVID-19.	\$ 505,000	\$ -	\$ 305,000	\$ 200,000	\$ -	07-24-005-2670-8039-57300	Change Request: Previously approved for \$305,000 SFY 2021
500-1-016-19000100	Eligible	Direct Allocation	Administrative Technology Services	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Apple TV system, laptops for classified staff. The upgrading of technology, Apple TVs, in our schools will allow all teachers to have up to date technology for instruction. Our instructional aides will also be able to increase their capacity to support students by having the same technology as teachers and students.	\$ 546,000	\$ 345,000	\$ 201,000	\$ -	\$ -	07-26-001-2580-8039-56500	Approved at 7-13-2021 State Board Meeting.
500-1-017-19000100	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	10. Providing mental health services and supports	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. Social workers will work 5.5 hours a day for four weeks, June 3-July 1st.	\$ 40,000	\$ 20,000	\$ 20,000	\$ -	\$ -	07-51-001-1800-8039-51670	Approved at 7-13-2021 State Board Meeting.

500-1-018-19000100	Eligible	Direct Allocation	Instructional Staff Training Services	Instructional Programs Improvement Services	10. Providing mental health services and supports	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 Disrict'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.	\$ 326,612	\$ 225,806	\$ 100,806	\$ -	\$ -	07-51-001-2213-8039-53210	Approved at 7-13-2021 State Board Meeting.
500-1-019-19000100	Eligible	Direct Allocation	Instruction	Software	10. Providing mental health services and supports	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.	\$ 50,000	\$ 25,000	\$ 25,000	\$ -	\$ -	07-31-001-1000-8039-56530	Approved at 7-13-2021 State Board Meeting.
500-1-020-19000100	Eligible	Direct Allocation	Student Accounting Services	Regular Certified Salaries	10. Providing mental health services and supports	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.	\$ 156,000	\$ 78,000	\$ 78,000	\$ -	\$ -	07-51-001-2114-8039-51690	Approved at 7-13-2021 State Board Meeting.

500-1-021-19000100	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	10. Providing mental health services and supports	CHANGE REQUEST: 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: 1 Spanish interpreter, 3 Health Data Specialists to manage COVID contact tracing of Certified staff, Classified staff, and students and mandatory state/county COVID reporting, 7 LPNs to support recommended student:nurse ratios at high acuity/high enrollment schools, 4 Health Room Aides to support at lower acuity/high enrollment schools. Consider adding health office staff, such as a Health Office Assistant to the School Nurse	\$ 192,816	\$ -	\$ 192,816	\$ -	\$ -	07-33-001-2130-8039-51420	Change Request: Previously approved for \$480,456 SFY 2021 and \$520,456 SFY 2022
500-1-022-19000100	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	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.	\$ 224,000	\$ 112,000	\$ 112,000	\$ -	\$ -	07-33-001-2130-8039-51610	Approved at 7-13-2021 State Board Meeting.
500-1-023-19000100	Eligible	Direct Allocation	Health Services	Software	5. Procedures and systems to improve LEA preparedness and response efforts	Health services software for COVID contact tracing will impact all staff and students.	\$ 141,658	\$ 70,829	\$ 70,829	\$ -	\$ -	07-33-001-2130-8039-56530	Approved at 7-13-2021 State Board Meeting.
500-1-024-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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	\$ 250,000	\$ 125,000	\$ 125,000	\$ -	\$ -	07-31-001-2210-8039-51610	Approved at 7-13-2021 State Board Meeting.

500-1-025-19000100	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Provide for excess costs associated with nutritional services. The district was able to serve 3,000 students during remote learning due to Covid through meal pick up locations and on-site delivery. Maintaining nutritional service staff employment was imperative through the pandemic for community support and the availability to feed children.	\$ 2,484,045	\$ -	\$ 2,484,045	\$ -	\$ -	07-23-700-3120-8039-51730	Approved at the 12/14/2021 State Board Meeting
500-1-026-19000100	Eligible	Direct Allocation	Student Accounting Services	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	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.	\$ 304,100	\$ -	\$ 304,100	\$ -	\$ -	07-51-001-2114-8039-51540	Approved at the 12/14/2021 State Board Meeting
500-1-027-19000100	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention payment to 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 2,200 staff members.	\$ 1,110,000	\$ -	\$ 1,110,000	\$ -	\$ -	07-20-001-1000-8039-51540	Approved at the 12/14/2021 State Board Meeting
500-1-028-19000100	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 900,000	\$ -	\$ 900,000	\$ -	\$ -	07-40-001-1000-8039-51200	Approved at the 12/14/2021 State Board Meeting
500-1-029-19000100	Eligible	Direct Allocation	Monitoring Services	Equipment	2. Coordination of COVID-19 preparedness and response efforts	Bus camera system for contact tracing. When a student is tests positive for COVID, we need to know what other students were in close proximity to that student for contact tracing.	\$ 186,835	\$ 186,835	\$ -	\$ -	\$ -	07-25-600-2720-8039-57300	Approved at the 12/14/2021 State Board Meeting

500-1-030-19000100	Eligible	Direct Allocation	Operation of Buildings	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replace HVAC units to improve air quality for students and staff. Includes 53 HVAC units in 7 schools, 25 electric RTU's district wide, 35 boilers in 5 schools, 4 chillers in 2 schools, and 2 pneumatic controls in 2 schools.	\$ 7,700,000	\$ -	\$ 7,700,000	\$ -	\$ -	07-24-005-2610-8039-54300	Approved at the 12/14/2021 State Board Meeting
500-1-031-19000100	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Due to the learning loss experienced by COVID, the Canvas student learning management system is used by students, teachers and parents	\$ 120,000	\$ -	\$ -	\$ 120,000	\$ -	07-31-001-1000-8039-56530	New Line Item
500-1-032-19000100	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM: The learning loss due to COVID will be addressed with a summer school program. Imagine Learning will be used for professional development for 30 high school teachers. All five of our high school locations are supporting summer school.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	07-31-001-1800-8039-53210	New Line Item
500-1-033-19000100	Eligible	Direct Allocation	Instruction	Textbooks	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM: The learning loss due to COVID will be addressed with a summer school program. Frog Street is an Early Childhood (EC) curriculum. We will have 25 EC summer school classrooms. This will impact approximately 375 EC students and 50 teachers.	\$ 27,390	\$ -	\$ -	\$ 27,390	\$ -	07-31-001-1800-8039-56440	New Line Item

500-1-034-19000100	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM: The learning loss due to COVID will be addressed with a summer school program. Virtual reality headsets and STEM content will impact 6 summer school sites.	\$ 135,000	\$ -	\$ 135,000	\$ -	\$ -	07-31-001-1800-8039-56500	New Line Item; Applicant responded via email: The impact of the COVID-19 pandemic is still significant for KCKPS when looking at achievement data, when looking at FastBridge screening data which indicates approximately 11-12% of students are College Ready, and the projected KAP summatives which reflect a range across 3-10 grades of 6-20% of students scoring in Levels 3 or 4 for ELA and 7-22% in Math. Chronic absenteeism continues to soar with only 27% of students attending school at the state expected level of 95%. KCKPS worked to improve summer school offerings by providing students with immersive experiences through virtual reality curriculum, which would otherwise not be possible given 19,767 out of 22,455 meet at least one of the KSDE at-risk indicators. Virtual Reality STEM programming brings real-world education to every student, increasing engagement which creates more inspiration and incentive for students to regularly attend summer school programming in order to close achievement gaps which widened during COVID-19.
500-1-035-19000100	Eligible	Direct Allocation	Instruction	Professional - Education Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	NEW ITEM: To prevent bullying by using science to educate students about hair hygiene and hair maintenance, money management skills, empower students with hands-on hair demonstrations.	\$ 1,200	\$ -	\$ 1,200	\$ -	\$ -	07-31-001-1800-8039-53250	New Line Item; Applicant responded via email: KCKPS is a district with over 90% of students qualifying for national school meal programs. The COVID-19 pandemic not only disrupted students' academic learning, but also impacted students' social activity and social life. The deprivations and negative consequences of lockdown and social distancing were more significant for students from less privileged backgrounds with reduction in family incomes, changes in daily routines including sleeping habits, daily health and fitness habits, physical hygiene and social support. Student discipline data upon return to school in 21-22 resulted in over 1,681 discipline incidents occurring during the first 3 months with the top 2 behavior incidents stemming from fighting and gross disruptive behavior. These patterns continued through early spring and led the district to take a more innovative approach to summer school programming, by supporting students' social, emotional and physical needs through instructional programming that builds both knowledge and self-esteem by teaching students how to improve their well-being through an instructional course incorporating science, social-emotional learning, and entrepreneurship.



500-1-036-19000100	Eligible	Direct Allocation	Support Services - Instruction	Out-of-District Travel	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: AVID conference staff professional development. 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. By teaching critical thinking, inquiry, and self-advocacy, AVID educators empower students to own their learning.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	07-31-001-2200-8039-55820	New Line Item; Applicant responded via email: KCKPS 21-22 FastBridge aReading data indicates only 11% of students are meeting College Pathways Benchmarks and only 12% are meeting College Pathways according to FastBridge aMath data. Additionally, high school average daily attendance was 81.4% and middle school was 88.7%, with 72% of high school students and 54% of middle school students identified as truant in 21-22. Implementing the AVID framework in all high schools and two middle schools will enable staff to meet the needs of individual students by addressing readiness skills such as; attendance, organization, goal-setting, persistence to graduation, as well as academic assistance, all of which are incorporated into real-world learning approaches designed to close widened achievement gaps and help students succeed in their advanced courses, and participate in college-readiness activities. 63 people attended the conference.
500-1-037-19000100	Eligible	Direct Allocation	Administrative Technology Services	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM: To address learning loss, there is a need for additional computer charging devices for students to take their computers home and continue learning beyond the school day.	\$ 803,000	\$ -	\$ 803,000	\$ -	\$ -	07-26-001-2580-8039-56500	New Line Item; Information requested on the number of devices to be purchased.; Applicant responded via email: 1,300
500-1-038-19000100	Eligible	Direct Allocation	Health Services	Telephone/or Telegraph Services	2. Coordination of COVID-19 preparedness and response efforts	NEW ITEM: Cell phones for nursing staff for contact tracing and coordination of efforts to mitigate the spread of infection	\$ 4,960	\$ -	\$ 2,480	\$ 2,480	\$ -	07-80-001-2130-8039-55320	New Line Item; Information requested on the number of devices to be purchased.; Applicant responded via email: 15 phones for nursing staff
500-1-039-19000100	Eligible	Direct Allocation	Health Services	Computers and Related Equipment (includes software if bought as a package)	2. Coordination of COVID-19 preparedness and response efforts	NEW ITEM: Laptops and cases for nursing staff for contact tracing and coordination of efforts to mitigate the spread of infection	\$ 40,971	\$ -	\$ -	\$ 40,971	\$ -	07-80-001-2130-8039-57360	New Line Item; Information requested on the number of devices to be purchased.; Applicant responded via email: 15 laptops and cases

500-1-040-19000100	Eligible	Direct Allocation	Health Services	Out-of-District Travel	2. Coordination of COVID-19 preparedness and response efforts	NEW ITEM: Due to COVID, we have had to hire additional nursing staff. This is a conference for nursing professional development.	\$ 19,575	\$ -	\$ -	\$ 19,575	\$ -	07-80-001-2130-8039-55820	New Line Item; Applicant responded via email: Due COVID 19 school nurses have taken on roles and responsibilities that require more training to address the unique challenges directly related to COVID-19. This conference will provide professional development in this area. Eleven nurses will be attending.
500-1-041-19000100	Eligible	Direct Allocation	Support Services - Instruction	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	NEW ITEM: Consultant to provide Professional Development support to the district	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	07-10-001-2200-8039-53250	New Line Item; Applicant responded via email: 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, it was determined that due to COVID-19 we needed to partner with the University of Kansas to evaluate our systems and make the necessary adjustments to provide timely and professional development in order to address the academic learning loss and SEL needs caused by COVID 19.



## Applicant details

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

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

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

**Applicant / Entity Name** | Shawnee Mission

**Applicant / Mailing Address**

| 8200 W 71st Street

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Michael Fulton

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

**Applicant / Phone Number** | 9139936476

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

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

**Applicant / Federal EIN (if applicable)** | 48-0764907

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

## Application details

**Full District Name** | Shawnee Mission

**District Number** | 512

**Mailing Address | Street Address** | 8200 W 71st Street

**Mailing | City** | Shawnee Mission

**Mailing Address | Zip Code** | 66205

**Authorized Representative of the District | Name** | Allison Staroski

**Authorized Representative of the District | Position or Title** | Budget Manager

**Authorized Representative of the District | Email Address** | allisonstaroski@smsd.org

Authorized Representative of the District | Phone | +19139936476  
Number

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

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

On April 12, 2021 the SMSD Board of Education was presented a comprehensive report detailing the impact of COVID 19 on SMSD's 26,000 students. The report identifies specific areas where disparate COVID-19 data exist for specific groups. For purposes of this application, disparate impact is defined as a substantial negative difference in data from a "normal" base-line year compared to data observed during the pandemic. Disparate data are evident with the following student groups (white, black, hispanic, ELL, SPED, free/reduced lunch) and specific areas (mathematics, english language arts, course failure rates, chronic absenteeism). Anecdotal information observed by staff regarding the emotional impact of the pandemic on students and their families indicate clear need for social-emotional supports. Baseline data on social-emotional wellness are not available. These data were in the process of being collected during the 2019-20 school year. Spring 2020 data collection was disrupted by the pandemic. The same was true for student data associated with the district's diversity, equity and inclusion (DEI) initiative which is designed to support student development of personalized learning plans that prepare them to be college/career ready and graduate with the interpersonal skills they need for life success. Regardless, measures for these areas are in place and progress will be publicly reported as part SMSD's on-going program evaluation process.

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

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

The remaining funds available for ESSER I have been set aside for non-public schools.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

All expenditures directly support areas and groups disparately as noted in section 1. The expenditures emphasize the importance of careful diagnosis of student learning needs. Teachers served on committees designed to develop and monitor planned expenditures provided by ESSER II. The following expenditures are designed to directly support disparate impact as follows. Planned expenditures related to academic support include a commitment to hiring more elementary teachers and ten math teachers at middle and high school. This will reduce class sizes and increase opportunities for personalized attention to student learning. Plans also include hiring additional Instructional Coaches who provide job-embedded professional learning. With this addition, ALL staff will have full-time access to an instructional coach. This includes instructional coaching and English language support with our early childhood programs. We will also expand and enhance intervention resources for reading and math support at the secondary level, particularly where students may be at-risk for course failure and/or for not graduating on time. Plans include resources for professional learning designed to accelerate engagement with RTI and PLC protocols and resources for Pre-K-12. Finally, academic-focused expenditures will be allocated to provide scholarships for district provided summer programs, ensuring equitable access to these opportunities. Planned expenditures related to social/emotional wellness include the addition of seven social worker positions and four high school counseling positions. These plans also include support for dedicated building substitutes so that teacher teams have increased ex time to collaborate to diagnose student needs and plan for instruction and intervention. Dedicated building subs will also have had time to develop relationships with students so that high-quality instruction and support continues even in the teacher's absence. Finally, planned expenditures for HVAC are intended to improve indoor air quality in designated buildings.

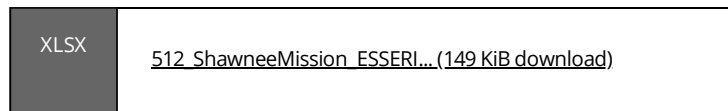
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include mathematics, English language arts, course failure rates, and chronic absenteeism. Academic performance will primarily be measured using NWEA MAP growth data with supporting measures such as results from the Kansas Assessments and the ACT. Academic and social/emotional effects will also be reflected through monitoring of attendance data (chronic absenteeism) and graduation rates. Determination of social and emotional impacts will be evaluated through surveys, as well as anecdotal feedback from staff, students, and parents.

### Notes on ESSER II application Excel template:

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

| Allison Staroski

Date

| 06/01/2022

---

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

USD	District Name	Data as of
512	Shawnee Miss	7/11/2022

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
512-1-001-20220809	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	*CHANGE REQUEST* 7 Elementary Social Workers to provide mental health support to students	\$ 460,980	\$ -	\$ 460,980	\$ -	\$ -	109-6119-2110-905-00000	Change Request: Previously approved for \$572,000 SFY 2021
512-1-002-20220809	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	4 High School Counselors to address learning loss	\$ 324,680	\$ -	\$ 324,680	\$ -	\$ -	109-6116-2120-905-0000	Change Request: Previously approved for \$372,000 SFY 2021
512-1-003-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	*CHANGE REQUEST* 18 Elementary teachers to reduce class sizes to address learning loss	\$ 1,309,360	\$ -	\$ 1,309,360	\$ -	\$ -	109-6111-1100-905-00000	Change Request: Previously approved for \$1,404,000 SFY 2021
512-1-004-20220809	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	54 building substitutes to address learning loss	\$ 2,160,000	\$ -	\$ 2,160,000	\$ -	\$ -	109-6150-1000-905-00000	Change Request: same amount was approved for SFY 2021
512-1-005-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	*CHANGE REQUEST* 10 Secondary math teachers to address learning loss	\$ 613,768	\$ -	\$ 613,768	\$ -	\$ -	109-6111-1300-905-0000	Change Request: Previously approved for \$780,000 SFY 2021



512-1-006-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Elementary instructional materials to address learning loss	\$ 675,000	\$ -	\$ 675,000	\$ -	\$ -	109-6610-1100-905-00000	Change Request: same amount was approved for SFY 2021
512-1-007-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Middle school instructional materials to address learning loss	\$ 675,000	\$ -	\$ 675,000	\$ -	\$ -	109-6610-1200-905-00000	Change Request: same amount was approved for SFY 2021
512-1-008-20220809	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	High school instructional materials to address learning loss	\$ 675,000	\$ -	\$ 675,000	\$ -	\$ -	109-6610-1300-905-00000	Change Request: same amount was approved for SFY 2021
512-1-009-20220809	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	6.5 elementary instructional coaches to address learning loss	\$ 500,500	\$ -	\$ 500,500	\$ -	\$ -	109-6111-2200-905-00000	Change Request: same amount was approved for SFY 2021
512-1-010-20220809	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology needs - MacBooks/iPads for additional staff and Webex boards for schools for remote preparedness	\$ 450,463	\$ -	\$ 450,463	\$ -	\$ -	109-6730-1000-905-00000	Change Request: same amount was approved for SFY 2021
512-1-011-20220809	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	*NEW ITEM* Retention pay to honor the work of employees during the pandemic and retain them for the 2021-22 school year.	\$ 2,300,500	\$ -	\$ 2,300,500	\$ -	\$ -	109-6154-1000-905-00000	Change Request: same amount was approved for SFY 2021
512-1-012-20220809	Eligible	Direct Allocation	Health Services	Purchased Professional & Technical Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	*NEW ITEM* Substitute nurse services for contact tracing.	\$ 419,212	\$ -	\$ 419,212	\$ -	\$ -	109-6330-2130-541-00000	New Line Item (Sent email to district on 6/30 for additional information) District response: The contract for substitute nurses is for up to 15 nurses at a rate of \$55 per hour.

## 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	107	Rock Hills	333	51%	\$ 664,665	\$ 664,665	100%	\$ 664,665.00	100%	\$ 1,999	
2	203	Piper-Kansas City	2,467	17%	\$ 1,543,184	\$ 1,183,775	77%	\$ 1,183,775.00	100%	\$ 480	
3	216	Deerfield	185	73%	\$ 502,726	\$ 502,726	100%	\$ 502,726.00	100%	\$ 2,717	
4	244	Burlington	781	41%	\$ 837,014	\$ 752,324	90%	\$ 752,324.00	100%	\$ 963	
5	258	Humboldt	550	36%	\$ 942,370	\$ 746,472	79%	\$ 746,472.00	100%	\$ 1,357	
6	264	Clearwater	1,090	29%	\$ 963,799	\$ 963,799	100%	\$ 963,799.00	100%	\$ 884	
7	283	Elk Valley	112	78%	\$ 389,488	\$ 182,530	47%	\$ 182,530.00	100%	\$ 1,625	
8	316	Golden Plains	168	76%	\$ 417,844	\$ 329,344	79%	\$ 329,344.00	100%	\$ 1,960	
9	352	Goodland	882	46%	\$ 1,607,118	\$ 1,607,118	100%	\$ 1,607,118.00	100%	\$ 1,823	
10	361	Chaparral	736	63%	\$ 1,575,625	\$ 1,565,625	99%	\$ 1,565,625.00	100%	\$ 2,126	
11	379	Clay Center	1,301	41%	\$ 1,658,389	\$ 1,508,389	91%	\$ 1,508,389.00	100%	\$ 1,159	
12	383	Manhattan-Ogden	6,310	38%	\$ 7,254,352	\$ 7,254,352	100%	\$ 7,254,352.00	100%	\$ 1,150	
13	501	Topeka Public Schools	12,039	77%	\$ 42,152,936	\$ 40,079,012	95%	\$ 40,079,012.00	100%	\$ 3,329	
14	502	Lewis	106	62%	\$ 167,639	\$ 167,639	100%	\$ 167,639.00	100%	\$ 1,582	
15	503	Parsons	1,243	73%	\$ 4,663,635	\$ 3,576,521	77%	\$ 3,128,639.00	87%	\$ 2,517	
16	512	Shawnee Mission Pub Sch	25,701	33%	\$ 23,743,005	\$ 11,075,500	47%	\$ 11,075,500.00	100%	\$ 431	
<b>Total</b>			<b>54,003</b>	<b>45%</b>	<b>\$ 89,083,789</b>	<b>\$ 72,159,791</b>	<b>81%</b>	<b>\$ 71,711,909</b>	<b>99%</b>	<b>\$ 1,328</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 D0107

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>
Rock Hills	109 E Main Street, Mankato, KS 66956	109 E. Main Street, Mankato, KS 66956
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Rex Boley	rboley@usd107.org	(785) 378-3102

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Rex Boley	Superintendent	rboley@usd107.org	(785) 378-3102
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Janet Higer	jhiger@usd107.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://docs.google.com/document/d/1M\\_Fj-gRzj0m4glQrjypH4i9k0aSk6RCj/edit](https://docs.google.com/document/d/1M_Fj-gRzj0m4glQrjypH4i9k0aSk6RCj/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?**

Safety of our students, staff and patrons is our top priority in USD 107, Rock Hills. ESSER III Federal Funds will be used to reduce class size by retaining and adding additional staff members. This will allow for greater social distancing. In addition, funds will be used on creating outdoor learning areas where students and staff can safely social distance while engaging in learning while being in an environment with continued fresh air. The mental health of people in general has suffered during the pandemic. This is true for the people in our Jewell County communities. Our district has hired a social worker, added career counseling staff and will invest in social/emotional curriculum and resources using ESSER funding. This will allow our district to more effectively address student, staff & family social/emotional needs, including loss in social skills and mental health needs as a result of COVID-19. As a result of COVID-19 we had to stop our summer learning programs during the pandemic. These programs were developed more for in-person learning time and address basic educational learning as well as provide enrichment to our students. ESSER funds will not only be used to restore but more importantly expand the in-person school districts summer offerings to our students. Funding for staff for an after-school program is also part of this ESSER funding application. Not only did the pandemic cause the shutdown of schools keeping students and teachers out of their classrooms. It also stopped the professional development and professional learning communities of our staff. Those

times where staff would meet together and go over student learning data, get trained on the latest effective research of teaching and learning and develop and align effective engaging student lesson to meet state standards and benchmarks as well as being trained in the current effective use of technology for use in the classroom. In addition, in-person professional development is important so staff can be instructed, showed as well as demonstrate when needed the current safety protocols from state and federal health officials related to the pandemic and the safe return to school. To ensure we are providing the professional development needed to keep in-person and effectively educate students Federal ESSER dollars will be used for during school and summer staff professional development. Funding will be used to purchase extra textbooks. This allows for each student to possess a textbook and would not be sharing them. We have created a full-time library aid position at the elementary school. This will allow for separation/social distancing of students during the entire school day as they use the library. Just as important, moving this to a full position in one building allows for extra cleaning of the library and its materials that are physically touched by many. Purchasing of iPads, laptops and classroom presentation devices will continue to allow our district to have a one-one with technology. In addition, the laptops and presentation technology will be used to reduce close group discussion and allow for social distancing. In addition, having this technology not be shared eliminates cleaning issues with student and staff technology. Furthermore, this technology allows our staff and students to communicate on learning during quarantine times. ESSER funding would be used to purchase STEM and early education lab equipment and learning modules. This would allow students to have their own lab equipment and increase the number of learning modules we have so students can better socially distance. PPE equipment will still need to be purchased to implement safety measures for all students, faculty and staff. Many of which has been purchased using federal dollars from SPARKS and ESSER funding. Through discussion with all stakeholders the topic of teacher retention and exhaustion serviced. With more conversation with school administrator, staff and school board there grew a very heightened concern of losing district staff, both classified and certified positions. The district is having a hard time currently hiring employees. We need employees to safety return to school and educate our students. Because of our critical need to retain the employees we have ESSER Funding would be used to provide a retention stipend to all district employees who continue their employment with the school district. With the effects of COVID-19 and the pandemic our students have not had the College/Career Readiness activities and skill development because of quarantines, remote learning and school shutdown keeping them out of the learning labs and trade and skill shops. ESSER funding will be used for the integration of CTE/NC3 certification into core curriculum. In addition, funding will be used for the implementation of business employability skills so our students can go right into the workforce after graduation. Part of the implementation cost could be to transport students to attend in-person technology classes for post-secondary credit and certification.

#### SUMMARY:

##### LEARNING LOSS:

Staff Professional Development/Summer Teacher Academy's - \$72,000 - IMPACT 40 Staff & 368 Students

Summer Learning Opportunities - \$50,000 - IMPACT 15 Staff & 80 Students

Adding Additional Staff - \$165,000 - IMPACT 3 Staff & 368 Students

Adding and Replacing Technology - \$61,500- IMPACT 65 Staff & 368 Students

College & Career Ready - CTE - Equipment & Learning Aids - \$62,165 - IMPACT 8 Staff & 250 Students

After School Programs - \$15,000 - IMPACT 5 Staff & 80 Students

Curriculum/Teacher Resources/Social Emotional Learning for Students - \$69,000 - IMPACT 65 Staff & 368 Students

##### NON-Learning LOSS

Outdoor Learning Areas - \$105,000 - IMPACT 50 Staff & 368 Students

Staff Retention Stipends - \$65,000 - IMPACT 65 Staff & 368 Students

## 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 during their school building morning meetings, had a community meeting, emailed students a google form survey's to gather input. Students were asked what they felt their needs and concerns are. These concerns were taken into considerations as ESSER funding plans were developed. Students ranked providing outdoor learning spaces their top pick. Then mental health and after school tutoring came in second and third respectfully. Our ESSER III Funding plan addresses these items that students expressed are needed.

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

## **Families**

The superintendent has had several meetings and given numerous facility and patron surveys to gather the input from our communities. The information and needs assessment data from these meetings and surveys by the district to set short, intermediate and long-term district goals. The superintendent has hosted a community and parent meeting to specifically address COVID-19 and the pandemic. Information from this meeting was used to address our district return to school plan. The meeting was held outside at the district's football/track complex. The district did send out a specific ESSER III Funding Survey to the communities & families. 80.9% of the responses to this survey came from district parents. 10.6% of the responses from district staff members. 6.4% from district students and 2.1% from community patrons. The data from this survey showed that 61.7% of the responses want funding to go towards College and Career Readiness. 53.2% identified outdoor learning space as a need. 46.8% stated that funding should be spend on additional instructional material. The districts ESSER III plan does address these identified needs from our families and patrons.

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

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

School district administration meet formally once a month. In addition, inform scheduled meetings happen as often as needed. The superintendent has met with special education administration once a month and during these meeting ESSER Funding was discussed. At these meeting discussions have been had and input gathered on how best our building administrative team feel ESSER Funds should be spent. The top three responses from building administration have been consistent all year; staff professional development, additional instructional resources and staff retention. Fourth on the list was technology for students and staff. USD 107 has 3 administrators. Superintendent of schools and an elementary and Jr/Sr high school principal. These four concerns have been addressed in our ESSER III Funding Plan.

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

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

Our superintendent has met with all these groups regularly throughout the school year. ESSER funding has been agenda discussion items on the board meeting agendas. Visited about at district staff meetings and building staff meetings. In addition, an ESSER Funding Google Form survey was send to all district staff and school board members. Five of the 7 school board members responded and twenty-one staff members responded. In both groups the purchase of instructional materials and resources was first. Then it was professional development, social emotional/mental health and after school programs. These four areas are addressed in the districts ESSER III Funding Plan.

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

## **Tribes**

Our student management system PowerSchool did not indicate we had any tribal students enrolled in our school district. We did reach out to the following tribes in our state and region with an email survey asking them for input and feedback on how our school district should spend its ESSER funding to meet the needs of Native American students.

We reached out to the Cheyenne & Arapaho Tribes and the Wichita and Affiliated Tribes for input.

We have tried multiple times to contact the Cheyenne & Arapaho Tribes and received a call back from them on 5-12-2022 at 2:52pm. We had a productive visit!

We have tried multiple times to contact the Wichita and Affiliated Tribes and finally made contact on 5-12-2022 at 2:44pm. We had a productive visit!

These groups gave positive feedback on our ESSER plan, specifically:

- College and Career Readiness
- After school tutoring
- Professional Development and Staff resources
- Outdoor Learning

Discussion centered around ways to address student learning loss. It was mutually agreed upon that offering extra help and time to students would be the best. Summer school/enrichment and after school opportunities were a big part of the discussion. This conversation led to staff professional development and resources, social/emotional and one-to-one technology.

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

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

We reached out to the civil rights in our area with a survey to seek feedback regarding suggestions to best meet the needs of our students. We received responses from the following groups:

- Child Advocacy & Parenting Services (CAPS)-Kansas Human Rights Commission

CAPS- Gave us positive feedback on our ESSER plan and all of its items, and they felt that these items were very good for our district:

- Mental Health
- After School Program
- Summer Program
- College and Career Readiness
- Professional Development and Staff resources
- Outdoor Learning

We visited and discussed ways to address learning loss for all students and it was decided that offering extra help would meet the needs of all students that were suffering from learning loss. Summer school and After school opportunities were a part of these discussions, extra support staff were hired to split up large classes so that smaller groups and more one-on-one learning could take place in these classes.

Our district has a small % of minorities and disabled students.

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 reached out to the organizations in our area with a survey to seek feedback regarding suggestions to best meet the needs of our students that represent the various subgroups. We received responses from the following entities:

-Cornerstone of Care- children in foster care & adoption, mental & behavior health, family and youth support & community training

-Special Education Coop Director- children with disabilities

-St Francis Ministries-children in foster care & adoption, mental & behavior health, family and youth support & community training

-TFI - children in foster care & adoption, mental & behavior health, family and youth support & community training

-Department for Children and Families - children who are incarcerated and children experiencing homelessness

From the feedback received, these are the top areas of our ESSER plan that these groups felt were top priority:

-Mental Health

-After School Program

-Summer Success Program

Representatives from CAPS and St. Francis Ministries expressed the need for mental health for students, especially at-risk students. The addition of extra learning spaces and pull-out areas for students with learning needs or learning loss due to the COVID-19 pandemic was also supported because it would help all students. Are school district in the past and currently is not experiencing English Learning students or migratory students.

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

Clarification: Currently our school district doesn't serve all stakeholder subgroups. We understand that could change at any time. Our school district follows local, state and federal guidelines, policies and laws as we work to educate all students enrolled in USD 107.

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

The school district established a COVID-19 Dashboard for patrons to access on our district website. The superintendent held a community meeting at the football/track complex to gain input from the communities. In addition, the board of education added to their regular board meeting agenda's the item of public forum. Community members can request to address the school board with their input. We have had community members request and give input to the school board at regular board meeting directly related to COVID-19 and the pandemic. The official school board minutes are submitted to the official school newspaper and asked to be printed. A community survey was placed on our district website and a SwiftReach message was sent out informing the public that they can access and give input on the school districts ESSER Funding Plan. That survey has been active for over 30 days. 81.3% of the responses to this survey came from district parents. 10.6% of the responses from district staff members. 6.4% from district students and 2.1% from community patrons. The data from this survey showed that 61.7% of the responses want funding to go towards College and Career Readiness. 53.2% identified outdoor learning space as a need. 46.8% stated that funding should be spend on additional instructional material. The districts ESSER III plan does address these identified needs from our families and patrons.

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.**

USD 107 has documented many things through the Covid 19 pandemic. The district has seen learning loss during the pandemic with students not being in person. These include academic losses, behavioral needs, and student losses (students that went to online learning that did not come back to in-person learning). Direct numbers are hard sometimes to correlate as academic losses and social emotional needs can go up and down during a normal school year. Local assessments do show gaps in math and reading throughout K-12. Our student learning data show greater delays in our early childhood compared to previous years. During the 2020-2021 school year we didn't enroll any 3-year-olds in our Pre-School. Because of safety protocols as a result of COVID-19. The reduction of 3-year-olds allowed us to safely social distance students and staff. Our district has limited space. The district's current PreK-12 students have been impacted with many students who are in need of academic and social emotional skills remediation. The district will continue to work with these students and will do the necessary remediation to catch the students back up to prior levels of success that the district sought with their students. Our staff care a great deal about our students, and it is our top priority to ensure that these children do not have to suffer academically in the long term due to the COVID-19 pandemic.

**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)**

Using both the data we collected from our stakeholder engagement process and a review of our student performance data, we have identified the following evidence-based practices to implement that utilize a minimum of 20% of our ESSER III funds:

USD 107 plans to conduct a two-three-week summer success program for the next three summers to allow students (PreK-5) to have time and opportunities that they did not have during the pandemic. This time during the summers will be used to close learning gaps and reinforce core concepts. The district will provide summer remediation for all necessary needs of students in both regular education and special education.

The district will also offer an after-school program. We will start with 6th through 8th graders. This program runs on regular school days until 5:00 pm on Tuesday and Thursdays. The focus of the after-school program is to ensure students stay caught up on their daily work and to work on reinforcing concepts that students struggle with. After the first 4 weeks of the start of school we will assess student learning data. If it shows need, we will start a K-5 after school program at the elementary. By utilizing the summer success and after-school programs, we believe that our teachers and support staff will be able to reduce, if not eliminate, the learning gaps that have occurred due to COVID.

PreK-12 Teacher professional development and our Summer Teacher Academy's impacts all of our professional staff. During these our district works on developing, implementing and fine tuning many Evidence Based Practices: Accelerated Reader, 6-minute solutions, Boys Town Skills, CHAMPS, Cooperative Learning, Dream Box, Every Day Math, FastBridge, LETRS, MTSS, PBIS, Second Step, STEM Integration, Xello, Wonders Reading and Career Tech specific skill development.

We have used ESSER fund to purchase and provide evidence-based programs and to provide teacher in-service for training and implementation. Through our ESSER plan we can not only identify learning loss and gaps, but we can also focus on addressing those academic needs for students and training for staff. Technology is a big part of pulling this plan together. By addressing our technology needs in the district we are able to better address learning loss need for our students. In addition we can also provide those resources to our teachers to strengthen student learning and career skills.

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



USD 107 plans to use the remaining dollars to hire extra staff to meet the needs of students. Social emotional, college and career readiness and academic losses are the main priority of these staff members. Safety precautions are also a priority of these dollars to keep students in smaller class sizes so that social distancing can be done to safely have in person school. Sanitation and air quality are also key in keeping school going. Cleaning measures have greatly stepped up during the school day and extra cleaning after school compared to prior years. Technology and teaching resources will be purchased/maintained as well with these dollars to keep individual units for students so they are not sharing and passing germs back and forth or for out of school learning for quarantined students/staff as needed. Developing and building outdoor learning spaces would also be done with ESSER Funding. This would allow out staff and student to be outside in fresh air and could easily socially distance when compared to the classroom setting. Increasing professional in-service time for staff is critical. Time is needed during the summer months for staff to be able put all their focus analyzing student learning data, developing intervention plans and getting trained on new evidence-based practices that our district has purchased and are implementing that will reduce, if not eliminate the learning gaps that have occurred as a result of COVID-19. Finally, our ESSER plan includes staff retention and staff incentive pay for all of the extra duties that they have taken on due to COVID and our protocols. Our students, school board, administrators, parents and patrons recognized the massive undertaking that our teachers and classified staff have handled, and they wanted to see them compensated for their hard work. The district will continue to encourage safety protocols and encourage personal safety choices during the pandemic.

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

USD 107 will continue to use practices that we found to be successful during the pandemic time. Practices that have not been successful will not be continued. Retaining staff so that social distancing, cleaning, sanitizing, and general operations are a huge necessity during this time. Dollars will be used to help incentivize during this time for this purpose. Academic, College and Career Readiness and Social-emotional gaps will be monitored and assessed periodically in order to ensure that we are making progress to close those gaps for all students. Stakeholder groups will be communicated with periodically to get their feedback on our program implementations to see what issues or insights they may have. Changes can then be made to address any concerns, issues, etc.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$664,665	\$0	\$664,665	ESSER III Allocations	\$132,933
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$664,665	\$0	\$664,665	Amount Still Needed	\$132,933
In Review Total	\$664,665	\$0	\$664,665	In Review Total	\$302,000
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
107-3-0001	Direct	True	1000	110	12	\$72,000	Task Force Review
107-3-0002	Direct	True	1000	150	11A	\$50,000	Task Force Review
107-3-0003	Direct	True	1000	110	3	\$165,000	Task Force Review
107-3-0004	Direct	False	1000	650	3	\$61,500	Task Force Review
107-3-0005	Direct	False	1000	739	1D	\$167,165	Task Force Review
107-3-0006	Direct	True	1000	150	3	\$15,000	Task Force Review
107-3-0007	Direct	False	1000	329	3	\$69,000	Task Force Review
107-3-0010	Direct	False	1000	150	2	\$65,000	Task Force Review

## Line Item Details

Line Item ID: 107-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

70

**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**

Teacher Professional Development - Summer Teacher Academy and Professional Development for staff during the school year. Impacting 37 staff members and 368 students

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$36,000
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$36,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$72,000</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

From narrative: PreK-12 Teacher professional development and our Summer Teacher Academy's impacts all of our professional staff. During these our district works on developing, implementing and fine tuning many Evidence Based Practices: Accelerated Reader, 6-minute solutions, Boys Town Skills, CHAMPS, Cooperative Learning, Dream Box, Every Day Math, FastBridge, LETRS, MTSS, PBIS, Second Step, STEM Integration, Xello, Wonders Reading and Career Tech specific skill development.

We have used ESSER fund to purchase and provide evidence-based programs and to provide teacher in-service for training and implementation. Through our ESSER plan we can not only identify learning loss and gaps, but we can also focus on addressing those academic needs for students and training for staff.

Line Item ID: 107-3-0002

**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

**Account Number**

70

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional 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 Learning Opportunities and Enrichment. IMPACT - 15 Adult Staff &amp; 80 students

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$25,000**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50,000**Status**

Task Force Review

**Line Item Comment from KSDE**

From narrative: USD 107 plans to conduct a two-three-week summer success program for the next three summers to allow students (PreK-5) to have time and opportunities that they did not have during the pandemic. This time during the summers will be used to close learning gaps and reinforce core concepts. The district will provide summer remediation for all necessary needs of students in both regular education and special education.

Line Item ID: 107-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

70

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular 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**

Added Staffing to meet student needs - IMPACT - 3 Adults &amp; 368 students

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$55,000**Budgeted Expenditures in SFY 2023** \$55,000**Budgeted Expenditures in SFY 2024** \$55,000**Total Expenditures** \$165,000**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: ESSER III Federal Funds will be used to reduce class size by retaining and adding additional staff members. This will allow for greater social distancing.

Line Item ID: 107-3-0004

**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**

70

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**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**

Technology - iPads, Laptops, Document Camera's, Hotspot, Projectors - IMPACT - 40 Adults - &amp; 368 Students

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$61,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$61,500**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Purchasing of iPads, laptops and classroom presentation devices will continue to allow our district to have a one-one with technology. In addition, the laptops and presentation technology will be used to reduce close group discussion and allow for social distancing. In addition, having this technology not be shared eliminates cleaning issues with student and staff technology. Furthermore, this technology allows our staff and students to communicate on learning during quarantine times. Technology and teaching resources will be purchased/maintained as well with these dollars to keep individual units for students so they are not sharing and passing germs back and forth or for out of school learning for quarantined students/staff as needed. Technology is a big part of pulling this plan together. By addressing our technology needs in the district we are able to better address learning loss need for our students.

Line Item ID: 107-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

70

**Function Code**

1000 - Instruction

**Object Code**

739 - Other Equipment

**Allowable Use**

1D - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

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

College/Career Readiness - CTE/KCKC4/NC3 - Equipment and services - IMPACT 8 Adults &amp; 250 Student

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$116,000**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$1,165**Total Expenditures** \$167,165**Status**

Task Force Review

**Line Item Comment from KSDE**

From narrative: With the effects of COVID-19 and the pandemic our students have not had the College/Career Readiness activities and skill development because of quarantines, remote learning and school shutdown keeping them out of the learning labs and trade and skill shops. ESSER funding will be used for the integration of CTE/NC3 certification into core curriculum. In addition, funding will be used for the implementation of business employability skills so our students can go right into the workforce after graduation. Part of the implementation cost could be to transport students to attend in-person technology classes for post-secondary credit and certification.

This item does not qualify as part of the 20% Learning Loss Set Aside.

Line Item ID: 107-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

70

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

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

After School Programs - IMPACT - 5 Adults &amp; 80 students

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$5,000**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$15,000**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: The district will also offer an after-school program. We will start with 6th through 8th graders. This program runs on regular school days until 5:00 pm on Tuesday and Thursdays. The focus of the after-school program is to ensure students stay caught up on their daily work and to work on reinforcing concepts that students struggle with. After the first 4 weeks of the start of school we will assess student learning data. If it shows need, we will start a K-5 after school program at the elementary.

Line Item ID: 107-3-0007



**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**

70

**Function Code**

1000 - Instruction

**Object Code**

329 - Other Professional Educational 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**

Curriculum/Teacher Resources/Social Emotional - IMPACT 65 Adults &amp; 368 Students

These resources will not be held back from any students but are intended to be focused on supporting our minority, disabled, at risk, Title and homeless students as we support them and increase learning and social/emotional skills.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$69,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$69,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Funding will be used to purchase extra textbooks. This allows for each student to possess a textbook and would not be sharing them. Our district has hired a social worker, added career counseling staff and will invest in social/emotional curriculum and resources using ESSER funding. ESSER funding would be used to purchase STEM and early education lab equipment and learning modules. This would allow students to have their own lab equipment and increase the number of learning modules we have so students can better socially distance.

This item does not qualify as part of the 20% Learning Loss Set Aside.

Line Item ID: 107-3-0010

**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**

70

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**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**

District losing employee's because of COVID-19 and need to find way to retain our staff. Funding will be used to offer a retention stipend. The goal of the stipend is to entice employees to continue working for our school district. 65 employees \$500 August 2022 and \$500 July 2023.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$32,500
<b>Budgeted Expenditures in SFY 2023</b>	\$32,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$65,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff (based on narrative it sounds like 65), how much per staff, and anticipated payment date(s).

# ESSER III APPLICATION FOR D0203

**Status**

Secondary 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>
Piper-Kansas City	3130 N 122nd St Suite A, Kansas City, KS 661099387	3130 N 122nd St Suite A, Kansas City, KS 661099387
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Jessica Dain	jdain@piperschools.us	(913) 721-2088

## 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>
Dr. Jessica Dain	Superintendent	jdain@piperschools.us	(913) 721-2088
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Mitchell L. Nutterfield		mutterfield@piperschools.us	
<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.piperschools.com/site/handlers/filedownload.ashx?moduleinstanceid=19&dataid=2912&FileName=ESSERIII-DistrictPlanForSafeReturnUSD203.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 Piper School District plans to address the prevention and mitigation strategies as noted by CDC Guidance with funding generated in our District Budget (Capital Outlay and Bond Funds) and will not be utilizing ESSER III funding towards prevention/mitigation strategies. Instead, we will be utilizing 100% of our ESSER III funding focused on resources that address the learning loss our students experienced as a result 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

In order to engage , students I utilized my Superintendent's Student Advisory Council. On this council, we have representation from 9th, 10th, 11th, and 12th graders. I currently have 8 students who sit on that committee; 100% of those students shared feedback. In addition, I also solicited feedback from Piper High School's Advanced Placement Psychology Class which has 18 students; 100% of those students shared feedback. Lastly, the community survey was pushed out to all high school students' emails (790 students) via Blackboard with only 2 students completing the online survey. In soliciting their feedback and guidance sharing all of the allowable options for ESSER III funding, the group was asked to rate the ESSER provided approved ways of spending. Below are their ratings:  
High Priority: Social and emotional/Mental health supports. (100% of the students responded this was their Highest Priority.)  
Medium Priority 2: Additional personnel support for Academic interventions & Funding to retain and hire qualified teachers and staff. (50% of the students responded this was the next highest priority.)  
Low Priority 3: Additional support for health safety for students and staff. (80% responded that this was their lowest priority)

## **Families**

In order to engage Families we facilitated a district survey in which we solicited their feedback and guidance sharing all of the allowable options for ESSER III funding. Respondents were asked to rank 1 through 5 their top 5 priorities. This survey was sent to all parent emails currently housed in our Student Information System which includes 3,014 family members. We had 327 respond to the survey. In soliciting their feedback and guidance sharing all of the allowable options for ESSER III funding, the group had the following ratings:  
High Priority: Funding to retain and hire qualified teachers and staff. (72.9% or 237 family members ranked this as a 5 indicating this was their highest priority.)  
Medium Priority: Additional Support for Health Safety for Students and Staff. (33% or 107 family members ranked this as a 3 indicating it was of medium priority.)  
Low Priority: Extended school year. (29.6% or 95 family members ranked this as a 1 indicating it was their lowest priority.)

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

In order to engage School and District Administrators including Special Education Administration we facilitated a survey in which we solicited their feedback and guidance sharing all of the allowable options for ESSER III funding. Respondents were asked to rank 1 through 5 their top 5 priorities. We had 7 respond to the survey. In soliciting their feedback and guidance sharing all of the allowable options for ESSER III funding, the group had the following ratings:  
High Priority: Extended school year & Additional personnel support for academic interventions. (100% or 7 administrators ranked this as a 5 indicating this was their highest priority.)  
Medium Priority: Social and emotional/Mental health supports. (42.8% or 3 administrators ranked this as a 3 indicating it was of medium priority.)  
Low Priority: HVAC upgrades (100% or 7 administrators ranked this as a 1 indicating this was their lowest priority.)

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

In order to engage Teachers, Principals, School leaders, and other Educators, School Staff and their Unions we facilitated a survey in which we solicited their feedback and guidance sharing all of the allowable options for ESSER III funding. Respondents were asked to rank 1 through 5 their top 5 priorities. We sent this survey to 315 employees in the district. We had 113 respond to the survey. In soliciting their feedback and guidance sharing all of the allowable options for ESSER III funding, the group had the following ratings:  
In soliciting their feedback and guidance sharing all of the allowable options for ESSER III funding, the group had the following ratings:  
High Priority: Funding to retain and hire qualified teachers and staff & Additional personnel report for academic interventions (79.6% or 90 employees ranked this as a 5 indicating this was their highest priority.)  
Medium Priority: Social and emotional/Mental health supports. (47.7% or 54 employees ranked this as a 3 indicating it was of medium priority.)  
Low Priority: Additional support for health safety for students and staff (62.8% or 71 employees ranked this as a 1 indicating it was their lowest priority.)

## **Tribes**

In order to engage Tribes we facilitated a survey in which we solicited their feedback and guidance sharing all of the allowable options for ESSER III funding. Respondents were asked to rank 1 through 5 their top 5 priorities. We currently do not have an official tribe council specific to the Piper School District but sent this survey to 315 employees and 3,014 families and asked them to note if they were affiliated with a tribe. We had 9 respond to the survey noting an affiliation to a tribe. In soliciting their feedback and guidance sharing all of the allowable options for ESSER III funding, the group had the following ratings:

In soliciting their feedback and guidance sharing all of the allowable options for ESSER III funding, the group had the following ratings:

High Priority: Additional personnel support for academic interventions (77.7% or 7 tribe members ranked this as a 5 indicating this was their highest priority.)

Medium Priority: Extended School Day (42.8% or 3 tribe members ranked this as a 3 indicating this was of medium priority.)

Low Priority: Online programs to supplement student learning outside the school day (42.8% or 3 tribe members ranked this as a 1 indicating this was their lowest priority.)

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

In order to engage Civil Rights Organization including Disability Rights Organizations we facilitated a survey in which we solicited their feedback and guidance sharing all of the allowable options for ESSER III funding. Respondents were asked to rank 1 through 5 their top 5 priorities. We sent this survey via our Coordinator of Diversity, Equity, and Inclusion to her DEI community leaders including the NAACP and asked them to forward the survey to their specific teams and constituents. We had 9 respond to the survey noting they represented firms or community groups focused on protecting and advancing Civil Rights.

In soliciting their feedback and guidance sharing all of the allowable options for ESSER III funding, the group had the following ratings:

High Priority: Additional personnel support for academic interventions (88.8% or 8 members ranked this as a 5 indicating this was their highest priority.)

Medium Priority: Social and emotion/Mental Health Supports & Technology Upgrades (55.5% or 5 members ranked this as a 3 indicating this was of medium priority.)

Low Priority: Online programs to supplement student learning outside the school day & Extended School Day (77.7% or 7 members ranked this as a 1 indicating this was their lowest priority.)

### **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 order to engage 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 facilitated a survey in which we solicited their feedback and guidance sharing all of the allowable options for ESSER III funding. Respondents were asked to rank 1 through 5 their top 5 priorities. We sent this survey to 315 employees and 3,014 families and asked them to note if they represented children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. We had 147 respond to the survey noting an affiliation to the following underserved students.

Special Education Stakeholder Group: 82 Responses

Foster Care Stakeholder Group: 18 Responses

Free & Reduced Lunch Stakeholder Group: 20 Responses

ELL Stakeholder Group: 17 Responses

Immigrant Stakeholder Group 3 Responses

Experiencing Homelessness Stakeholder Group: 7 Responses

In soliciting their feedback and guidance sharing all of the allowable options for ESSER III funding, the individual stakeholder groups had the following ratings:

Special Education Stakeholder Group:

High Priority: Funding to retain and hire qualified teachers and staff (75% or 60 stakeholders ranked this as a 5 indicating this was their highest priority.)

Medium Priority: Programming to facilitate post-secondary success (50% or 40 stakeholders ranked this as a 3 indicating this was of medium priority.)

Low Priority: Online programs to supplement student learning outside the school day (31% or 25 stakeholders ranked this as a 1 indicating this was their lowest priority.)

Foster Care Stakeholder Group: 18 Responses

High Priority: Social and emotional/Mental Health Supports (89% or 16 stakeholders ranked this as a 5 indicating this was their highest priority.)

Medium Priority: Additional support for health safety for students and staff (27% or 5 stakeholders ranked this a 3 indicating this was of medium priority.)

Low Priority: HVAC Upgrades (78% or 14 stakeholders ranked this as a 1 indicating this was their lowest priority.)

Free & Reduced Lunch Stakeholder Group: 20 Responses

High Priority: Funding to retain and hire qualified teachers and staff (80% or 16 stakeholders ranked this as a 5 indicating this was their highest priority.)

Medium Priority: Extended School Day (55% or 11 stakeholders ranked this a 3 indicating this was of medium priority.)

Low Priority: Online programs to supplement student learning outside the school day (25% or 5 stakeholders ranked this as a 1 indicating this was their lowest priority.)

ELL Stakeholder Group: 17 Responses

High Priority: Funding to retain and hire qualified teachers and staff (82% or 14 stakeholders ranked this as a 5 indicating this was their highest priority.)

Medium Priority: Extended School Day (53% or 9 stakeholders ranked this a 3 indicating this was of medium priority.)

Low Priority: Online programs to supplement student learning outside the school day (29% or 5 stakeholders ranked this as a 1 indicating this was their lowest priority.)

Immigrant Stakeholder Group 3 Responses

High Priority: Funding to retain and hire qualified teachers and staff (100% or 3 stakeholders ranked this as a 5 indicating this was their highest priority.)

Medium Priority: Extended School Day (66% or 2 stakeholders ranked this a 3 indicating this was of medium priority.)

Low Priority: Extended School Year (66% or 2 stakeholders ranked this as a 1 indicating this was their lowest priority.)

Experiencing Homelessness Stakeholder Group: 7 Responses

High Priority: Additional personnel support for academic interventions (71% or 5 stakeholders ranked this as a 5 indicating this was their highest priority.)

Medium Priority: Extended School Day (71% or 5 stakeholders ranked this a 3 indicating this was of medium priority.)

Low Priority: Online programs to supplement student learning outside the school day (42% or 3 stakeholders ranked this as a 1 indicating this was their lowest priority.)

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

In order to engage the Public we facilitated a survey in which we solicited their feedback and guidance sharing all of the allowable options for ESSER III funding. Respondents were asked to rank 1 through 5 their top 5 priorities. We placed the link to the survey on our website and also on our community newsletter. We asked them to identify if they were a community member living within the District Boundaries. We had 41 respond and identify themselves as community members living within the District Boundaries.

In soliciting their feedback and guidance sharing all of the allowable options for ESSER III funding, the group had the following ratings:

High Priority: Funding to retain and hire qualified teachers and staff (58.5% or 24 community members ranked this as a 5 indicating this was their highest priority.)

Medium Priority: Extended School Year (26.8 or 11 community members ranked this as a 3 indicating it was of medium priority.)

Low Priority: Online programs to supplement student learning outside the school day (19.5% or 8 community members ranked this as a 1 indicating this was their lowest priority.)

## **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.**

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

**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 believe these new hires will allow us to reduce class sizes and allow for classroom teachers to also be available to provide more targeted interventions across the Tier I and Tier II learning environments for our students in Mathematics and Science. The first will be a Summer Learning Experience (based on NWEA MAP testing, FastBridge CBM testing, Panorama SEL data and teacher feedback), and the funds will include paying for the staff (small size classes) transportation, and new instructional resources. Defined Learning, a Project-Based learning tool, will be our primary instructional tool for our Summer Learning Offering. Secondly, we plan to continue to employ two full-time elementary counselors (based on data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning. We plan to continue to employ a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program. We plan to continue to employ the middle school math instructor who focuses on the needs of our Tier 2 and Tier 3 students with gaps in their math learning. We plan to hire two elementary interventionists (one for each of our two elementary schools) who will provide intensive literacy and math interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2022 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress. Finally, we plan to hire two middle school science teachers who will be joining STEAM (Science Technology Engineering, Art and Mathematics) teams based on State Assessment Results in Math and Science. According to the KAP Science 64% of 8th graders scored a Level 1 or 2. According to the KAP Mathematics assessment 73% of our middle school students scored a Level 1 or 2. We believe these new hires will allow us to reduce class sizes and allow for classroom teachers to also be available to provide Tier 1 instruction along with more targeted interventions across the Tier I and Tier II learning environments for our students in Mathematics and Science.

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

- 1) Utilize Carl Perkins Grant for expansion of Wall to Wall Career Academies for ALL students at Piper High School
- 2) Utilize Capital Outlay and Bond Funding to purchase preventative/mitigation sanitation supplies and upkeep of District Facilities
- 3) Utilize Capital Outlay and Bond Funding to purchase student technology devices
- 4) Utilize state provided Virtual Education Funding to provide virtual learning opportunities to students
- 5) Partnerships with community mental health therapists to provide mental health therapy during the school day to both students and staff
- 6) Provide Summer Learning Opportunities as noted in application
- 7) Utilize evidence-based instruction, resources, and assessments as noted in application
- 8) Our ELL, McKinney Vento, minority subgroup students, and our Special Education students are included in reviewing our Tiered Protocols for Math, Literacy, and Social Emotional and applying evidence-based interventions for them. We are mindful in planning to meet their needs and get beyond obstacles like transportation.
- 9) According to our Community Survey results on how they believe our funds should be most effectively spent, they indicated they would like to see use for our Special Education Students and our Gifted and Talented students. We believe we should analyze our Tiered Systems of Support and ensure effective implementation of our resources and see if there are any gaps in learning resources to provide additional differentiated instruction for those 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 district will determine the effectiveness of our ESSER-funded interventions based on the end of project rubric scores from our summer learning experience, credit recovery numbers from our high school students in the summer learning opportunity, our Spring 2022 NWEA MAP data, state assessment data, Panorama SEL data, FastBridge CBM early literacy data, and then compare it to the same data sets in Spring of 2022. We want to be very purposeful and strategic in identifying effective and research-based assessments and performance tasks to determine the overall effectiveness of our interventions funded through ESSER dollars. We will also utilize common formative and summative data to drive our instruction and needed interventions along the way.

Additionally, we believe our interventions are only as effective as they are in their implementation. We utilize the KSDE MTSS checklists to conduct two systems fidelity checks in all of our buildings. We will utilize those reports to ensure we have effective implementation of our programs for all of our students across all Tiers. Additionally, we have a district score card that measures of our major student sub-groups. We will monitor this data closely over the next 5 years. See data tables below. We will be gathering data over the next years within each category indicated.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$936,376	\$606,808	\$1,543,184	ESSER III Allocations	\$187,276
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$936,376	\$606,808	\$1,543,184	Amount Still Needed	\$187,276
In Review Total	\$818,035	\$365,740	\$1,183,775	In Review Total	\$723,915
Amount Left	\$118,341	\$241,068	\$359,409	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
203-3-0001	Direct	False	2400	110	12	\$80,000	Secondary Review
203-3-0002	Direct	False	2400	213	12	\$8,000	Secondary Review
203-3-0003	Direct	False	2400	220	12	\$6,120	Secondary Review
203-3-0004	Direct	True	2100	110	10	\$62,500	Secondary Review
203-3-0005	Direct	True	2100	213	10	\$8,000	Secondary Review
203-3-0006	Direct	True	2100	220	10	\$4,780	Secondary Review
203-3-0007	Direct	True	2100	110	10	\$62,500	Secondary Review
203-3-0008	Direct	True	2100	213	10	\$8,000	Secondary Review
203-3-0009	Direct	True	2100	220	10	\$4,780	Secondary Review
203-3-0010	Direct	True	1000	110	12	\$70,000	Secondary Review
203-3-0011	Direct	True	1000	213	12	\$8,000	Secondary Review
203-3-0012	Direct	True	1000	220	12	\$5,355	Secondary Review
203-3-0013	Direct	True	1000	110	12	\$75,000	Secondary Review
203-3-0014	Direct	True	1000	213	12	\$8,000	Secondary Review
203-3-0015	Direct	True	1000	220	12	\$5,750	Secondary Review
203-3-0016	Direct	True	1000	110	12	\$75,000	Secondary Review
203-3-0017	Direct	True	1000	213	12	\$8,000	Secondary Review
203-3-0018	Direct	True	1000	220	12	\$5,750	Secondary Review
203-3-0019	Direct	True	1000	110	11A	\$30,000	Secondary Review
203-3-0020	Direct	True	2710	513	11A	\$50,000	Secondary Review
203-3-0021	Direct	True	2710	513	11A	\$37,500	Secondary Review
203-3-0022	Direct	True	1000	610	11A	\$7,500	Secondary Review
203-3-0023	Direct	True	3100	570	11A	\$10,000	Secondary Review
203-3-0024	Direct	True	1000	110	12	\$75,000	Secondary Review
203-3-0025	Direct	True	1000	213	12	\$8,000	Secondary Review
203-3-0026	Direct	True	1000	220	12	\$5,750	Secondary Review
203-3-0027	Direct	True	1000	110	12	\$75,000	Secondary Review
203-3-0028	Direct	True	1000	213	12	\$8,000	Secondary Review
203-3-0029	Direct	True	1000	220	12	\$5,750	Secondary Review
203-3-0030	True Up	False	1000	110	16	\$75,000	Secondary Review

203-3-0031	True Up	False	1000	213	16	\$8,000	Secondary Review
203-3-0032	True Up	False	1000	220	16	\$5,750	Secondary Review
203-3-0033	True Up	False	1000	110	16	\$75,000	Secondary Review
203-3-0034	True Up	False	1000	213	16	\$8,000	Secondary Review
203-3-0035	True Up	False	1000	220	16	\$5,750	Secondary Review
203-3-0036	True Up	False	1000	110	16	\$160,000	Secondary Review
203-3-0037	True Up	False	1000	213	16	\$16,000	Secondary Review
203-3-0038	True Up	False	1000	220	16	\$12,240	Secondary Review

## Line Item Details

Line Item ID: 203-3-0001

### 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

SALARY - CERTIFIED

### Account Number

43-E-2400-110-5000-000

### Function Code

2400 - Support Services (School Administration)

### Object Code

110 - Regular Certified Salaries

### Allowable Use

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

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

ECC COORDINATOR SALARY: This was a new position that was created for the 2021.2022 School Year utilizing ESSER II funding as a response to COVID. Lastly, we plan to hire a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program and intensive Early Childhood literacy and behavior interventions to our youngest learners. As we have progress-monitored the growth of our early childhood students, we believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Early Childhood 2020-21 enrollment was the lowest it has been in years, and for the 2021.2022 school year, we experienced an influx of students who missed out on an early childhood education including the foundational literacy and school-appropriate behavior skills needed to prepare them for kindergarten. This position has allowed us to give more time and attention to educating parents with young children, connection with local daycares regarding kindergarten readiness, and updated programming for our youngest learners.

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

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

**Budgeted Expenditures in SFY 2023** \$80,000

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$80,000

### Status

Secondary Review

### **Line Item Comment from KSDE**

Per narrative: "We plan to continue to employ a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0002

**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-2400-213-5000-000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

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

ECC COORDINATOR HEALTH INSURANCE. This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the learning and behavior deficits due to COVID-19 faced by our Early Childhood Students and the need for teacher support for our Early Childhood Teachers. It has been a successful strategy/intervention for our youngest learners and we would like to continue with this support for students, parents, and teachers.

<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>	\$0
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We plan to continue to employ a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program."  
Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA - CERTIFIED

**Account Number**

43-E-2400-220-5000-000

**Function Code**

2400 - Support Services (School Administration)

**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**

ECC COORDINATOR SOCIAL SECURITY. This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the learning and behavior deficits due to COVID-19 faced by our Early Childhood Students and the need for teacher support for our Early Childhood Teachers. It has been a successful strategy/intervention for our youngest learners and we would like to continue with this support for students, parents, and teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,120
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,120</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We plan to continue to employ a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program."  
Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0004

**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**

SALARY - CERTIFIED

**Account Number**

43-E-2100-110-1000-000

**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**

ELEMENTARY COUNSELOR SALARY (PRAIRIE) This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the behavior deficits and mental health needs due to COVID-19 faced by our primary elementary students (kindergarten through 2nd grade) and the need for teacher and family support for our staff and families. It has been a successful strategy/intervention for our youngest elementary students and we would like to continue with this support for students, parents, and teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$62,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$62,500</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "On our Panorama SEL Screening tool, our current 3rd - 5th graders scored in the 30th percentile in Positive Feelings and in the 10th percentile in Grit. Our 6th through 12th grade students scored in 30th percentile in Grit. These are areas of focus for us as a district. Additionally, during our item analysis, we discovered that we are not meeting the national average in students feeling safe when they come to school in grades 3rd - 12th."

"Secondly, we plan to continue to employ two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0005

**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-2100-213-1000-000

**Function Code**

2100 - Support Services (Students)

**Object Code**

213 - Health and Accident 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**

ELEMENTARY COUNSELOR HEALTH INS (PRAIRIE) This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the behavior deficits and mental health needs due to COVID-19 faced by our primary elementary students (kindergarten through 2nd grade) and the need for teacher and family support for our staff and families. It has been a successful strategy/intervention for our youngest elementary students and we would like to continue with this support for students, parents, and teachers.

<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>	\$0
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "On our Panorama SEL Screening tool, our current 3rd - 5th graders scored in the 30th percentile in Positive Feelings and in the 10th percentile in Grit. Our 6th through 12th grade students scored in 30th percentile in Grit. These are areas of focus for us as a district. Additionally, during our item analysis, we discovered that we are not meeting the national average in students feeling safe when they come to school in grades 3rd - 12th."

"Secondly, we plan to continue to employ two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0006

**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**

FICA - CERTIFIED

**Account Number**

43-E-2100-220-1000-000

**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**

ELEMENTARY COUNSELOR FICA (PRAIRIE) This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the behavior deficits and mental health needs due to COVID-19 faced by our primary elementary students (kindergarten through 2nd grade) and the need for teacher and family support for our staff and families. It has been a successful strategy/intervention for our youngest elementary students and we would like to continue with this support for students, parents, and teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,780
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,780</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "On our Panorama SEL Screening tool, our current 3rd - 5th graders scored in the 30th percentile in Positive Feelings and in the 10th percentile in Grit. Our 6th through 12th grade students scored in 30th percentile in Grit. These are areas of focus for us as a district. Additionally, during our item analysis, we discovered that we are not meeting the national average in students feeling safe when they come to school in grades 3rd - 12th."

"Secondly, we plan to continue to employ two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SALARY - CERTIFIED

**Account Number**

43-E-2100-110-2000-000

**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**

ELEMENTARY COUNSELOR SALARY (CREEK) This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the behavior deficits and mental health needs due to COVID-19 faced by our intermediate elementary students (3rd through 5th grade) and the need for teacher and family support for our staff and families. It has been a successful strategy/intervention for our intermediate elementary students and we would like to continue with this support for students, parents, and teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$62,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$62,500</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "On our Panorama SEL Screening tool, our current 3rd - 5th graders scored in the 30th percentile in Positive Feelings and in the 10th percentile in Grit. Our 6th through 12th grade students scored in 30th percentile in Grit. These are areas of focus for us as a district. Additionally, during our item analysis, we discovered that we are not meeting the national average in students feeling safe when they come to school in grades 3rd - 12th."

"Secondly, we plan to continue to employ two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0008



**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-2100-213-2000-000

**Function Code**

2100 - Support Services (Students)

**Object Code**

213 - Health and Accident 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**

ELEMENTARY COUNSELOR HEALTH INS (CREEK) This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the behavior deficits and mental health needs due to COVID-19 faced by our intermediate elementary students (3rd through 5th grade) and the need for teacher and family support for our staff and families. It has been a successful strategy/intervention for our intermediate elementary students and we would like to continue with this support for students, parents, and teachers.

<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>	\$0
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "On our Panorama SEL Screening tool, our current 3rd - 5th graders scored in the 30th percentile in Positive Feelings and in the 10th percentile in Grit. Our 6th through 12th grade students scored in 30th percentile in Grit. These are areas of focus for us as a district. Additionally, during our item analysis, we discovered that we are not meeting the national average in students feeling safe when they come to school in grades 3rd - 12th."

"Secondly, we plan to continue to employ two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0009

**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**

FICA - CERTIFIED

**Account Number**

43-E-2100-220-2000-000

**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**

ELEMENTARY COUNSELOR FICA (CREEK) This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the behavior deficits and mental health needs due to COVID-19 faced by our intermediate elementary students (3rd through 5th grade) and the need for teacher and family support for our staff and families. It has been a successful strategy/intervention for our intermediate elementary students and we would like to continue with this support for students, parents, and teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,780
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,780</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "On our Panorama SEL Screening tool, our current 3rd - 5th graders scored in the 30th percentile in Positive Feelings and in the 10th percentile in Grit. Our 6th through 12th grade students scored in 30th percentile in Grit. These are areas of focus for us as a district. Additionally, during our item analysis, we discovered that we are not meeting the national average in students feeling safe when they come to school in grades 3rd - 12th."  
 "Secondly, we plan to continue to employ two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0010

**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**

SALARY - CERTIFIED

**Account Number**

43-E-1000-110-3000-000

**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**

MIDDLE SCHOOL MATH INSTRUCTOR SALARY: This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the behavior deficits and mental health needs due to COVID-19 faced by our middle school students (6th through 8th grade) and the need for individualized student intervention instruction in the area of math. It has been a successful strategy/intervention for our middle school students and support for our middle school math teachers and we would like to continue with this support for students and teachers.

<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**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "Finally, we plan to hire two middle school science teachers who will be joining STEAM (Science Technology Engineering, Art and Mathematics) teams based on State Assessment Results in Math and Science. According to the KAP Science 64% of 8th graders scored a Level 1 or 2. According to the KAP Mathematics assessment 73% of our middle school students scored a Level 1 or 2. We believe these new hires will allow us to reduce class sizes and allow for classroom teachers to also be available to provide Tier 1 instruction along with more targeted interventions across the Tier I and Tier II learning environments for our students in Mathematics and Science."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0011

**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-1000-213-3000-000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

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

MIDDLE SCHOOL MATH INSTRUCTOR HEALTH INSURANCE: This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the behavior deficits and mental health needs due to COVID-19 faced by our middle school students (6th through 8th grade) and the need for individualized student intervention instruction in the area of math. It has been a successful strategy/intervention for our middle school students and support for our middle school math teachers and we would like to continue with this support for students and teachers.

<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>	\$0
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "Finally, we plan to hire two middle school science teachers who will be joining STEAM (Science Technology Engineering, Art and Mathematics) teams based on State Assessment Results in Math and Science. According to the KAP Science 64% of 8th graders scored a Level 1 or 2. According to the KAP Mathematics assessment 73% of our middle school students scored a Level 1 or 2. We believe these new hires will allow us to reduce class sizes and allow for classroom teachers to also be available to provide Tier 1 instruction along with more targeted interventions across the Tier I and Tier II learning environments for our students in Mathematics and Science."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0012

**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**

FICA - CERTIFIED

**Account Number**

43-E-1000-220-3000-000

**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 MATH INSTRUCTOR FICA: This is a position that was newly created for this current school year (2021.2022) using ESSER II funding in response to the behavior deficits and mental health needs due to COVID-19 faced by our middle school students (6th through 8th grade) and the need for individualized student intervention instruction in the area of math. It has been a successful strategy/intervention for our middle school students and support for our middle school math teachers and we would like to continue with this support for students and teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,355
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,355</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "Finally, we plan to hire two middle school science teachers who will be joining STEAM (Science Technology Engineering, Art and Mathematics) teams based on State Assessment Results in Math and Science. According to the KAP Science 64% of 8th graders scored a Level 1 or 2. According to the KAP Mathematics assessment 73% of our middle school students scored a Level 1 or 2. We believe these new hires will allow us to reduce class sizes and allow for classroom teachers to also be available to provide Tier 1 instruction along with more targeted interventions across the Tier I and Tier II learning environments for our students in Mathematics and Science."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0013

**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**

SALARY - CERTIFIED

**Account Number**

43-E-1000-110-1000-000

**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**

ELEMENTARY INTERVENTIONIST SALARY (PRAIRIE): This is a newly created position in response to the COVID-19 literacy and math learning loss and the need for individualized student intervention instruction that we continue to see and document through the MTSS process for our primary elementary students. This position will provide the individual instruction that classroom teachers are unable to provide for our students who continue to demonstrate a 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>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We plan to hire two elementary interventionists (one for each of our two elementary schools) who will provide intensive literacy and math interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2022 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0014

**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-1000-213-1000-000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

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

ELEMENTARY INTERVENTIONIST HEALTH INSURANCE (PRAIRIE): This is a newly created position in response to the COVID-19 literacy and math learning loss and the need for individualized student intervention instruction that we continue to see and document through the MTSS process for our primary elementary students. This position will provide the individual instruction that classroom teachers are unable to provide for our students who continue to demonstrate a 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>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We plan to hire two elementary interventionists (one for each of our two elementary schools) who will provide intensive literacy and math interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2022 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0015

**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**

FICA - CERTIFIED

**Account Number**

43-E-1000-220-1000-000

**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 INTERVENTIONIST FICA (PRAIRIE): This is a newly created position in response to the COVID-19 literacy and math learning loss and the need for individualized student intervention instruction that we continue to see and document through the MTSS process for our primary elementary students. This position will provide the individual instruction that classroom teachers are unable to provide for our students who continue to demonstrate a 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>	\$5,750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,750</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We plan to hire two elementary interventionists (one for each of our two elementary schools) who will provide intensive literacy and math interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2022 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0016



**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**

SALARY - CERTIFIED

**Account Number**

43-E-1000-110-2000-000

**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**

ELEMENTARY INTERVENTIONIST SALARY (CREEK): This is a newly created position in response to the COVID-19 literacy and math learning loss and the need for individualized student intervention instruction that we continue to see and document through the MTSS process for our intermediate elementary students. This position will provide the individual instruction that classroom teachers are unable to provide for our students who continue to demonstrate a 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>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We plan to hire two elementary interventionists (one for each of our two elementary schools) who will provide intensive literacy and math interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2022 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0017

**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-1000-213-2000-000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

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

ELEMENTARY INTERVENTIONIST HEALTH INSURANCE (CREEK): This is a newly created position in response to the COVID-19 literacy and math learning loss and the need for individualized student intervention instruction that we continue to see and document through the MTSS process for our intermediate elementary students. This position will provide the individual instruction that classroom teachers are unable to provide for our students who continue to demonstrate a 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>	\$8,000
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$8,000</u>
---------------------------	----------------

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We plan to hire two elementary interventionists (one for each of our two elementary schools) who will provide intensive literacy and math interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2022 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0018

**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**

FICA - CERTIFIED

**Account Number**

43-E-1000-220-2000-000

**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 INTERVENTIONIST FICA (CREEK): This is a newly created position in response to the COVID-19 literacy and math learning loss and the need for individualized student intervention instruction that we continue to see and document through the MTSS process for our intermediate elementary students. This position will provide the individual instruction that classroom teachers are unable to provide for our students who continue to demonstrate a 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>	\$5,750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,750</u>

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We plan to hire two elementary interventionists (one for each of our two elementary schools) who will provide intensive literacy and math interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2022 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0019

**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**

SALARY - CERTIFIED

**Account Number**

43-E-1000-110-0000-000

**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 2022 CERTIFIED SALARIES: We utilized ESSER II funding for the Summer 2021 Learning Experiences we were able to offer our elementary and middle school students who had demonstrated a learning loss due to COVID-19 during the 2020.2021 school year. We found this summer focus on COVID-19 learning loss was a success for elementary and middle school students and we would like to continue offering summer learning for Summer 2022 for our elementary and middle school students who continue to demonstrate a learning loss due to COVID-19 during the 2021.2022 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$30,000</u>
---------------------------	-----------------

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "The first will be a Summer Learning Experience (based on NWEA MAP testing, FastBridge CBM testing, Panorama SEL data and teacher feedback), and the funds will include paying for the staff (small size classes) transportation, and new instructional resources. Defined Learning, a Project-Based learning tool, will be our primary instructional tool for our Summer Learning Offering."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0020

**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**

CONTRACTED BUS

**Account Number**

43-E-2710-513-0000-000

**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 2022 REGULAR ED TRANSPORTATION: We utilized ESSER II funding for the Summer 2021 Learning Experiences we were able to offer our elementary and middle school students who had demonstrated a learning loss due to COVID-19 during the 2020.2021 school year. We found this summer focus on COVID-19 learning loss was a success for elementary and middle school students and we would like to continue offering summer learning for Summer 2022 for our elementary and middle school students who continue to demonstrate a learning loss due to COVID-19 during the 2021.2022 school year. However, transportation can be a barrier for students to attend summer learning and so we would like to remove that barrier by providing transportation for students to attend Summer Learning 2022.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$50,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50,000**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "The first will be a Summer Learning Experience (based on NWEA MAP testing, FastBridge CBM testing, Panorama SEL data and teacher feedback), and the funds will include paying for the staff (small size classes) transportation, and new instructional resources. Defined Learning, a Project-Based learning tool, will be our primary instructional tool for our Summer Learning Offering."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0021

**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**

CONTRACTED BUS (SPED)

**Account Number**

30-E-2710-513-0000-000

**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 2022 SPED TRANSPORTATION: We utilized ESSER II funding for the Summer 2021 Learning Experiences we were able to offer our elementary and middle school students who had demonstrated a learning loss due to COVID-19 during the 2020.2021 school year. We found this summer focus on COVID-19 learning loss was a success for special education elementary and middle school students and we would like to continue offering summer learning for Summer 2022 for our special education elementary and middle school students who continue to demonstrate a learning loss due to COVID-19 during the 2021.2022 school year. However, transportation can be a barrier for students in attending summer school and as such, we would like to provide transportation in order for our neediest students to attend summer learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$37,500
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$37,500</u>
---------------------------	-----------------

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "The first will be a Summer Learning Experience (based on NWEA MAP testing, FastBridge CBM testing, Panorama SEL data and teacher feedback), and the funds will include paying for the staff (small size classes) transportation, and new instructional resources. Defined Learning, a Project-Based learning tool, will be our primary instructional tool for our Summer Learning Offering."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0022

**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**

INSTRUCTIONAL SUPPLIES

**Account Number**

43-E-1000-610-0000-000

**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 2022 INSTRUCTIONAL SUPPLIES: We utilized ESSER II funding for the Summer 2021 Learning Experiences we were able to offer our elementary and middle school students who had demonstrated a learning loss due to COVID-19 during the 2020.2021 school year. We found this summer focus on COVID-19 learning loss was a success for elementary and middle school students and we would like to continue offering summer learning for Summer 2022 for our elementary and middle school students who continue to demonstrate a learning loss due to COVID-19 during the 2021.2022 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
--	---------

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$7,500
---------------------------	---------

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "The first will be a Summer Learning Experience (based on NWEA MAP testing, FastBridge CBM testing, Panorama SEL data and teacher feedback), and the funds will include paying for the staff (small size classes) transportation, and new instructional resources. Defined Learning, a Project-Based learning tool, will be our primary instructional tool for our Summer Learning Offering."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0023

**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**

FOOD SVC MGMT

**Account Number**

43-E-3100-570-0000-000

**Function Code**

3100 - Food Service Operations

**Object Code**

570 - Food Service Management

**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 2022 FOOD SERVICE: We utilized ESSER II funding for the Summer 2021 Learning Experiences we were able to offer our elementary and middle school students who had demonstrated a learning loss due to COVID-19 during the 2020.2021 school year. We found this summer focus on COVID-19 learning loss was a success for elementary and middle school students and we would like to continue offering summer learning for Summer 2022 for our elementary and middle school students who continue to demonstrate a learning loss due to COVID-19 during the 2021.2022 school year. Snacks and meals for our students attending summer learning spans from a necessity to an incentive. We would like to continue having this option during our summer learning opportunities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$10,000
---------------------------	----------

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "The first will be a Summer Learning Experience (based on NWEA MAP testing, FastBridge CBM testing, Panorama SEL data and teacher feedback), and the funds will include paying for the staff (small size classes) transportation, and new instructional resources. Defined Learning, a Project-Based learning tool, will be our primary instructional tool for our Summer Learning Offering."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0024



**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**

SALARY - CERTIFIED

**Account Number**

43-E-1000-110-1000-000

**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**

INSTRUCTIONAL COACH SALARY (ELEMENTARY): The district currently has one elementary instructional coach that serves both of our elementary schools. Based on the learning loss from COVID-19 our elementary students noted in both classroom assessments and the MTSS intervention process, we would like to utilize ESSER III funds to provide a full-time instructional coach at each of our elementaries, hence the need for one new position. This person will specifically support classroom teacher instruction with co-teaching and coaching with Tier 1 research-based instructional strategies aimed at reducing the learning loss due to COVID-19 in the regular education classroom setting. This instructional coach will also support Tier 2 reading and math instructional interventions and attend MTSS meetings with classroom teachers to provide intensive coaching support for teachers and their instruction in addressing 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>	\$75,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$75,000</u>
---------------------------	-----------------

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0025

**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-1000-213-1000-000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

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

INSTRUCTIONAL COACH HEALTH INSURANCE (ELEMENTARY): The district currently has one elementary instructional coach that serves both of our elementary schools. Based on the learning loss from COVID-19 our elementary students noted in both classroom assessments and the MTSS intervention process, we would like to utilize ESSER III funds to provide a full-time instructional coach at each of our elementaries, hence the need for one new position. This person will specifically support classroom teacher instruction with co-teaching and coaching with Tier 1 research-based instructional strategies aimed at reducing the learning loss due to COVID-19 in the regular education classroom setting. This instructional coach will also support Tier 2 reading and math instructional interventions and attend MTSS meetings with classroom teachers to provide intensive coaching support for teachers and their instruction in addressing learning loss due to COVID-19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,000**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0026

**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**

FICA - CERTIFIED

**Account Number**

43-E-1000-220-1000-000

**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**

INSTRUCTIONAL COACH FICA (ELEMENTARY): The district currently has one elementary instructional coach that serves both of our elementary schools. Based on the learning loss from COVID-19 our elementary students noted in both classroom assessments and the MTSS intervention process, we would like to utilize ESSER III funds to provide a full-time instructional coach at each of our elementaries, hence the need for one new position. This person will specifically support classroom teacher instruction with co-teaching and coaching with Tier 1 research-based instructional strategies aimed at reducing the learning loss due to COVID-19 in the regular education classroom setting. This instructional coach will also support Tier 2 reading and math instructional interventions and attend MTSS meetings with classroom teachers to provide intensive coaching support for teachers and their instruction in addressing 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>	\$5,750
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$5,750</u>
---------------------------	----------------

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0027

**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**

SALARY - CERTIFIED

**Account Number**

43-E-1000-110-2000-000

**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**

INSTRUCTIONAL COACH SALARY (ELEMENTARY): The district currently has one elementary instructional coach that serves both of our elementary schools. Based on the learning loss from COVID-19 our elementary students noted in both classroom assessments and the MTSS intervention process, we would like to utilize ESSER III funds to provide a full-time instructional coach at each of our elementaries, hence the need for one new position. This person will specifically support classroom teacher instruction with co-teaching and coaching with Tier 1 research-based instructional strategies aimed at reducing the learning loss due to COVID-19 in the regular education classroom setting. This instructional coach will also support Tier 2 reading and math instructional interventions and attend MTSS meetings with classroom teachers to provide intensive coaching support for teachers and their instruction in addressing 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>	\$75,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$75,000</u>
---------------------------	-----------------

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0028

**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-1000-213-2000-000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

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

INSTRUCTIONAL COACH HEALTH INSURANCE (ELEMENTARY): The district currently has one elementary instructional coach that serves both of our elementary schools. Based on the learning loss from COVID-19 our elementary students noted in both classroom assessments and the MTSS intervention process, we would like to utilize ESSER III funds to provide a full-time instructional coach at each of our elementaries, hence the need for one new position. This person will specifically support classroom teacher instruction with co-teaching and coaching with Tier 1 research-based instructional strategies aimed at reducing the learning loss due to COVID-19 in the regular education classroom setting. This instructional coach will also support Tier 2 reading and math instructional interventions and attend MTSS meetings with classroom teachers to provide intensive coaching support for teachers and their instruction in addressing 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>	\$8,000
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$8,000</u>
---------------------------	----------------

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0029

**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**

FICA - CERTIFIED

**Account Number**

43-E-1000-220-2000-000

**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**

INSTRUCTIONAL COACH FICA (ELEMENTARY): The district currently has one elementary instructional coach that serves both of our elementary schools. Based on the learning loss from COVID-19 our elementary students noted in both classroom assessments and the MTSS intervention process, we would like to utilize ESSER III funds to provide a full-time instructional coach at each of our elementaries, hence the need for one new position. This person will specifically support classroom teacher instruction with co-teaching and coaching with Tier 1 research-based instructional strategies aimed at reducing the learning loss due to COVID-19 in the regular education classroom setting. This instructional coach will also support Tier 2 reading and math instructional interventions and attend MTSS meetings with classroom teachers to provide intensive coaching support for teachers and their instruction in addressing 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>	\$5,750
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$5,750</u>
---------------------------	----------------

**Status**

Secondary Review

**Line Item Comment from KSDE**

Per narrative: "We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2021-2022 enrollment has increased; this influx of students who missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. We plan to hire four full-time instructional coaches (one for each of our two elementary schools and one for each of our two secondary schools) who will be able to provide intensive support to teachers based on student formative and summative assessments to coach teachers in disaggregating student data to differentiate instruction and student intervention support based on student need and lack of learning progress."

Is this a current position that has already been filled or is it a new position? Was this position added in ESSER II? Is this position created in response to Covid?

Line Item ID: 203-3-0030

**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**

SALARY - CERTIFIED

**Account Number**

43-E-1000-110-3000-000

**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**

INSTRUCTIONAL COACH SALARY (SECONDARY)

<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>	<u>\$75,000</u>

**Status**

Secondary Review

Line Item ID: 203-3-0031

**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-1000-213-3000-000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident 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**

INSTRUCTIONAL COACH HEALTH INSURANCE (SECONDARY)

<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>	\$0
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Secondary Review

Line Item ID: 203-3-0032

**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**

FICA - CERTIFIED

**Account Number**

43-E-1000-220-3000-000

**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**

INSTRUCTIONAL COACH FICA (SECONDARY)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,750</u>

**Status**

Secondary Review

Line Item ID: 203-3-0033

**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**

SALARY - CERTIFIED

**Account Number**

43-E-1000-110-4000-000

**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**

INSTRUCTIONAL COACH SALARY (SECONDARY)

<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>	<u>\$75,000</u>

**Status**

Secondary Review

Line Item ID: 203-3-0034



**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-1000-213-4000-000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident 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**

INSTRUCTIONAL COACH HEALTH INSURANCE (SECONDARY)

<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>	\$0
<b>Total Expenditures</b>	\$8,000

**Status**

Secondary Review

Line Item ID: 203-3-0035

**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**

FICA - CERTIFIED

**Account Number**

43-E-1000-220-4000-000

**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**

INSTRUCTIONAL COACH FICA (SECONDARY)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$5,750

**Status**

Secondary Review

Line Item ID: 203-3-0036

**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**

SALARY - CERTIFIED

**Account Number**

43-E-1000-110-3000-000

**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**

MIDDLE SCHOOL SCIENCE TEACHER SALARY (X 2)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$160,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$160,000
---------------------------	-----------

**Status**

Secondary Review

Line Item ID: 203-3-0037

**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**

HEALTH INS - CERTIFIED

**Account Number**

43-E-1000-213-3000-000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident 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**

MIDDLE SCHOOL SCIENCE TEACHER HEALTH INSURANCE (X 2)

<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
--	-----

<b>Total Expenditures</b>	\$16,000
---------------------------	----------

**Status**

Secondary Review

Line Item ID: 203-3-0038

**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**

FICA - CERTIFIED

**Account Number**

43-E-1000-220-3000-000

**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**

MIDDLE SCHOOL SCIENCE TEACHER FICA (X 2)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$12,240**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,240**Status**

Secondary Review

# ESSER III APPLICATION FOR D0216

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>
Deerfield	803 Beech Street, Deerfield, KS 678380274	803 Beech Street, Deerfield, KS 678380274
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Tyson Eslinger	tyson.eslinger@usd216.org	(620) 426-8516

## 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>
Tyson Eslinger	Superintendent	tyson.eslinger@usd216.org	(620) 426-8516
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Reyna Royer-Weatherred		reyna.weatherred@usd216.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.usd216.org/page/required-documents>

## 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?**

Funds will be used to keep the spread of COVID and loss of learning time in the district by maintaining cleaning requirements with supplies and staff. We also will continue to promote clean air by making sure filters and maintenance are done on all of our clean air systems that have been installed.

## 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 sent out a survey to all students through the school district email in our student group. 25.3% of our students responded to the survey. We also had student advisory groups, which consisted of 20 students who provided feedback. Regarding learning opportunities, our students felt that interventions and afterschool programs were very important, coming in at 90%, followed by summer school. Regarding learning materials, the student group was split pretty evenly, with about 70% of them saying that the CORE curriculum and elective programs were important to somewhat important. Regarding the technology part of the survey, over 80% of the students agreed that technology programs and technology training were very important. The rest felt like updating technology to work better with our programs was somewhat important to important. Social/Emotional and mental health was the next area on the survey, and our student group at 75% felt like training teachers and counselors were important or very important. SEL curriculum was next in line, with about 50% of our students feeling it was important. Regarding personnel, we saw that substitute teachers and additional staff were very important to important for our students at 70%. Around operations and facilities, students shared that renovations to the facilities were important, and enhanced ventilation was important as well. It was about 50% on both as the level of importance. Last was programs that the school district offers, and once again, across the board, we saw our students say that all programs are important. Special Education, STEAM, Migrant, Gifted, CTE, and CORE programs. The highest areas at around 75% are STEAM, CORE, Migrant, and Special Education. The results of the survey were disseminated by our site council, board of education, and administration team. From that, the plan for funds was put together and submitted.

## **Families**

We sent out a survey to parents through social media and made it available at different school functions for parents to fill out. We messaged parents through our messaging platform, Seesaw, and others. From our parents, we had 26% fill out the survey, and of that, 70% have children in the Elementary, 61% in the MS, and 46% in the HS. Regarding learning opportunities, our families felt that interventions and afterschool programs were very important, coming in at 90%, followed by summer school; this option was more prevalent among our families than our student group. Regarding learning materials, the family group was split pretty evenly, with about 70% of them saying that the CORE curriculum and elective programs were important to somewhat important. We did see in the family group a slight advantage given to ELA and Math curriculum. Regarding the technology part of the survey, our families were clear that training on technology was very important at 80% and then updating technology was next at 70%. Social/Emotional and mental health was the next area on the survey, and our family group at 70% felt like training teachers and counselors was important or very important. Our family group also felt like parent resources were important, with about 60% rating it as very important to important. Regarding personnel, our family group was very focused on teacher retention, substitute teachers, support for specific groups like our ELL and Migrant students, and adding teachers and paras. All of these came in at over 70% being very important. Around operations and facilities, families shared that renovations to the facilities were important, and enhanced ventilation was also important. It was about 50% on both as the level of importance. Last was programs that the school district offers, and once again, across the board, we saw our families say that all programs are important. Special Education, STEAM, Migrant, Gifted, CTE, and CORE programs. The highest areas at around 80% are STEAM, CORE, Migrant, CTE, and Special Education. The results of the survey were disseminated by our site council, board of education, and administration team. From that, the plan for funds was put together and submitted.

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

Since we are a 1A school district, this is a minimal amount of people, and so through our admin meetings, we were able to have discussions about what we felt the ESSER funds needed to be spent on. The Building Principals and our Special Education people focused on providing resources and opportunities to close gaps and doing that through effective programs and creating those intervention times, which we have called WIN and more afterschool tutoring programs. The big focus is on online programs and other resources that free our teachers up and make the planning and implementation easier for them. We understand our teachers wear many hats, so asking them to find their resources on their time will not be successful. There is also an understanding with this group that our facilities need to fit the 21st-century learning environment better. The results of the survey were disseminated by our site council, board of education, and administration team. From that, the plan for funds was put together and submitted.

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

With our survey sent out to every staff member who works in the school district, we had a 51.6% return rate from this group. The findings from the other groups continue to hold in this category. In learning opportunities, we saw this group come in at about 50%, saying summer school is unimportant to somewhat important. That does go against what we saw from our other groups. Our staff did feel that interventions were the most important, followed by afterschool programs. Around learning materials, the team felt like all CORE subject areas were important to very important to invest in as we saw over 80% of them in those areas. Online programs came in the lowest amongst our staff at 40%, ranking them as somewhat important. We saw our staff rate technology training at 90% in the technology sector, followed by updating technology and technology programs. In the SEL part of the survey, our staff listed curriculum at 70% as important to very important and had parent resources and training at around 60% as important. With personnel, we were not surprised to see that retention, personnel for specific groups of students, and then adding more teachers and paras all came in at about 75% for the staff group. When we look at the facilities with our staff, we see that both renovations and ventilation are almost equally important, with 60% saying renovation is very important and 50% saying ventilation is very important. Lastly, for our staff are the programs, and you see that the areas that show up as important and very important are CORE programs, CTE programs, ELL programs, and STEAM programs. The staff was at 70% of these programs being important to very important. The results of the survey were disseminated by our site council, board of education, and administration team. From that, the plan for funds was put together and submitted.

## **Tribes**

A survey was sent out to all community members, staff members, and students about the ESSER III funds and how different groups and people would like to see the funds spent. In our survey throughout our community and schools, we did not have anyone who identified with a tribe that filled out our survey. We feel it would be very irresponsible of us in terms of how the funds are used to go outside our community and request feedback from people who do not understand our community, our schools, and our students in our schools or the impact that COVID has had on it. Everyone in the community was given the survey regardless if they had students or not. The results of the survey were disseminated by our site council, board of education, and administration team. From that, the plan for funds was put together and submitted. We reached out to tribal organizations and have waited for two weeks and still have not received a response. We can't wait any longer as we need the funds that have been designated to us so we can start supporting our students in this upcoming year.

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

A survey was sent out to all community members, staff members, and students about the ESSER III funds and how different groups and people would like to see the funds spent. Once again, this was shared out through our social media and is available at different school events. We also had in-person groups through our site council and parent advisory groups. We had a 15.4% return rate for this group on our survey. As you went through and looked at this group's answers and the information they shared, this group rated learning materials important or very important at 85%. This was both for the CORE curriculum, online curriculum, and Electives. This group rated the training and online programs in technology at 90%, either important or very important. Around the question that involves SEL across the board felt like curriculum, parent resources, and training for teachers, school counselors, and social workers were all important to very important. Social workers came in a little less, but all the percentages were over 70%. This group focused on additional staff in the personnel question. More personnel to support special population groups were ranked as important or very important at over 90%, and the lowest percentage was additional custodians. Nothing changed with this group from the other groups around operations and facilities. Then in programs, you once again saw this group across the board rate all programs as important to very important. The results of the survey were disseminated by our site council, board of education, and administration team. From that, the plan for funds was put together and submitted. We contacted the ACLU as this was requested by KSDE ESSER staff to get our application moving forward they are out of Mission, KS and this was what they sent us in regards to ESSER funds 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/>), the Cops and No Counselors report (<https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/cops-and-no-counselors>), and Learning for Justice resources geared specifically for educators (<https://www.learningforjustice.org/>). We now have these resources to help us with our ESSER funds.

## **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**

Children with Disabilities

Our local information was collected through a survey that was shared out on social media and was provided to stakeholders

to participate in at events throughout the district. We also had in-person meetings through our site council. The feedback we got here is that intervention programs are important; elective programs ranked as the top priority over CORE programs; they wanted to see teachers and staff trained in SEL and have resources and curriculum. Then, the Special Education program was their top priority out of everything. In this group specifically, we got about a 10% return rate that identified with this group. Many that took our survey did not want to be identified. Since we are in a cooperative for our Special Education and Gifted services, the main discussion focused on continuing to have a strong relationship with the HPEC and having an open dialogue on what is needed and what we are doing.

We contacted the Disability Right Center of Kansas out of Topeka as this was requested by KSDE ESSER staff to get our application moving forward. This was what they sent us regarding ESSER funds. Thank you for your email requesting our input on your use of the ESSER III funds. The Disability Rights Center of Kansas supports schools in Kansas that are trying to obtain additional educational support and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally 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, after-school tutoring, and behavioral health services, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

#### English Language Learners

Our ELL families participated in our survey that was provided on social media as well as at events. This group also participated in site council and then had migrant family meetings. Once again, this group made up a little over 10% of the feedback of the people who wanted to be identified. Interventions once again came up as a top priority to help support students; they also wanted to see a focus on elective classes over CORE classes. Regarding SEL, they agreed that training for staff and counselors was important and that resources and curriculum be available. Our migrant and ELL families want to see a focus on language acquisition and employability skills to help prepare their students for the workforce. In our ELL and Migrant population, you have a mixture with a focus on wanting to see their students get to college and have some kind of college education or technical education. Then you see others focused on employability skills and ensuring they are ready to go into the workforce as soon as possible. Many discussions with our ELL and Migrant families center around language acquisition and employability and they appreciate the work we are doing with CTE and want to see that continue and the opportunities move forward.

#### Children Experiencing Homelessness

With this group, we had less than 10% of our local survey and meetings identified in this area. Once again, many of the same were shared in terms of priority. We did hear with this group that basic needs being met are extremely important and that we have a strong social/emotional support system in place for the students. The other part that was talked about was providing interventions and support to these students to help identify and close gaps. The information below from the Kansas Action for Children group also shows how we can support our students experiencing homelessness.

We also contacted the Kansas Action for Children, which was requested by KSDE ESSER staff, and this is the response we have received from them. I see that you reached out earlier for input on your ESSER III funding application. I appreciate your patience with my slow response—we've received A LOT of requests to weigh in on ESSER plans. I have to admit that I feel sheepish weighing in on plans for a district that you know much more about than I do. Nonetheless, here are some ideas I've shared with other folks based on KAC's expertise. Forgive me, but I just copied these from a previous email for expediency. 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 and ready to continue learning. They also have better health outcomes, extending into adulthood. So, I suggest considering how ESSER funds could support programming for three 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.

#### Children in Foster Care

This group could share feedback with us through our social media survey and at district events. We also had our site council meetings, where feedback was provided. This is a tiny population in our district, and so less than 5% who identified were in this group. Feedback was strong in the SEL arena for these students and that they have a strong support system here in the school to help them. This group also focused on intervention and CORE classes to help students close gaps and fill in gaps and support them in growing their foundational skills. The other feedback area with this group was with our CTE classes and to help students in this area with employability skills.

#### Children who are Incarcerated

This is the only group that we don't have students in, so we did not have anyone identify or share information regarding this group. We understand that we are not immune to having a student incarcerated. Still, because of our small school district and ability to work with local law enforcement and the work we do in our schools, we have not had a student incarcerated for many years. This is not an area of focus for our community, parents, or school. If the situation ever arose, we would work with all parties to ensure that the student and family are taken care of. We have a local juvenile detention center in our area, and that would be where the student was housed; they have teachers who provide those services while students are there.

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

We have provided numerous opportunities for the public to provide input. One way is we have conducted a survey at events in the district; we have sent the survey out to the public through our social media sites as well. If a person did not want to share thoughts through technology, we have provided meeting opportunities through our site council for people to come in and share their input on how funds should be spent. Another point of contact was through Parent Advisory Groups that we have in the district. Everyone in the community was given the survey regardless if they had students or not. The results of the survey were disseminated by our site council, board of education, and administration team.

### **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 most significant impact of COVID-19 has been the interruption of learning for our students and staff through the quarantine process. Around academics, in our early childhood students, we see students come into our system behind their peers who were entering before the pandemic started. We also see our students in grades K-12th grade struggling to get back what was lost during this time. We see about 32% of our students in the district of 245 students at high risk when it comes to reading. We are seeing about the same numbers in Math for our students district-wide. The other area around mental health and social/emotional factors that are giving our students more problems. We see students with more anxiety and other concerns and then just a struggle to get back into a face-to-face social setting and appropriately conduct themselves. Our referral data shows more cases of outbursts in classrooms where students cannot control their emotions and words. With over 70% of our students qualifying for free and reduced meals and most of our family's work schedules and educational background, we understand that most of the work will have to be done here at the school. The last part of this is we have seen our Chronic Absenteeism rate go way up; across our district, we are at about 34%, and we know the impact on students when they are not in school, so we have to address getting and keeping students in school. The programs listed below are programs that we have selected very carefully to help close the gaps in both reading and math. We are seeing and studies show that if these programs are implemented by teachers for 20 minutes a day, significant progress is being made in closing the learning loss gap. As a district, we have committed time in our schedule to make this happen as we see the positives of this. We have also seen the impact of our social/emotional program and would like to continue to enhance and expand it to have an even more significant impact on students and staff. We know that the teacher is who will have the highest impact on student's achievement, and we want to continue supporting our staff by providing individualized coaching that helps them focus on highly effective instructional strategies in the classroom.

These programs fit under the ESSA Tier II

<https://www.imaginelearning.com/en/us/products/ela/language-and-literacy> : Intervention Reading

<https://www.imaginelearning.com/en/us/products/math/math> : Intervention Math

<https://www.imaginelearning.com/en/us/products/mypath> : Tier III Math and Reading Intervention for MS/HS

<https://www.imaginelearning.com/en/us/products/math/illustrative-mathematics> : District Math Curriculum

<https://www.energybusschools.com/> : District SEL Program

<https://engage2learn.org/> : Personalized Instructional Coaching for Teachers

**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 district will continue to improve and grow our intervention programs at all grade levels to address learning loss. This will be done through professional development for teaching staff and administration around highly effective teaching strategies that benefit all students. This will include LETTERS training and Pathways to Reading training. We will also continue to support our students and staff with effective programs through the continued purchasing of the Wonders at our elementary level and Study Sync at our HS/MS level. We will also be purchasing Illustrative Math district-wide to help our students recover from their learning loss in mathematics. To help beef up our intervention time, we will purchase Imagine Literacy and Dreambox Math to be used during our intervention times at all levels in the district. To finish this out, we will also continue our summer camp models for grades K-8th grade to expand into the 9-12th grade. Then we will develop an after-school tutoring program for our 6-12th grade students to help work on learning loss and develop the skills they need in reading, writing, and math.

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

The funds will go towards other areas to help with learning loss and create safe learning environments. We will use some of our ESSER funds to continue to give our students and staff the technology they need to run the different programs and enhance the students learning opportunities through technology. As we know the importance of our students being in school and safe in school, we will use funds to help with clean air filtration and cleaning supplies to keep the classrooms and school buildings as healthy as possible for our students and staff. We also will create some more learning spaces within our buildings by creating some interactive outdoor learning spaces that will allow for safer learning environments by being able to spread students out and get them outside. We have also set aside some funds to support staff through premium pay as we continue to work to catch students up and do things outside the regular contract day to help our students and families be successful.

**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 number one way that we will ensure that our interventions and steps we are taking to help all students recover from learning loss are a commitment to data analysis and data discussions. We have committed to Fastbridge as our primary tool to measure and get a live look at where our students are currently at. We have created time within our calendar to allow our teachers and administrators to get together and look at this data and discuss the impact we are having and the things that need to be continued, and things that need to be changed. Not only will Fastbridge help with our academics, but through their SAEBRS program, we can measure and help support students on the social/emotional health side. We have a dedicated social/emotional counselor who uses this information to provide support one-on-one, in a small group, or even in a large group based on what we are seeing. Other ways that we will look to make sure that our students are being successful with what we are doing is tracking our state assessment scores, continuing to track our chronic absenteeism, and continuing to work with both families and students through different groups like site council, student advisory groups, STUCO to hear what everyone is saying when it comes to the other programs and supports that we are offering throughout the district.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$502,726	\$0	\$502,726	ESSER III Allocations	\$100,546
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$502,726	\$0	\$502,726	Amount Still Needed	\$100,546
In Review Total	\$502,726	\$0	\$502,726	In Review Total	\$407,726
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
216-3-0001	Direct	False	1000	110	16	\$60,000	Task Force Review
216-3-0002	Direct	True	1000	600	12	\$50,000	Task Force Review
216-3-0003	Direct	True	2200	330	12	\$177,225	Task Force Review
216-3-0004	Direct	True	2200	330	3	\$50,001	Task Force Review
216-3-0005	Direct	True	1000	110	12	\$12,999	Task Force Review
216-3-0006	Direct	True	1000	600	12	\$27,000	Task Force Review
216-3-0007	Direct	True	1000	300	12	\$30,501	Task Force Review
216-3-0008	Direct	True	1000	733	13	\$30,000	Task Force Review
216-3-0009	Direct	True	1000	111	11A	\$10,000	Task Force Review
216-3-0010	Direct	False	1000	618	7	\$10,000	Task Force Review
216-3-0011	Direct	True	1000	650	9	\$20,000	Task Force Review
216-3-0012	Direct	False	1000	610	14	\$25,000	Task Force Review

## Line Item Details

Line Item ID: 216-3-0001

**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**

Additonal COVID

**Account Number**

77

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Premium Pay: 55 staff members, \$300 per staff member, May of 2022, 2023, 2024

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$20,000**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$60,000**Status**

Task Force Review

**Line Item Comment from KSDE**

5/4/22 Please let us know how many staff, the amount per staff, and the anticipated payment date. Premium pay can not be used for the 20% set aside.

Line Item ID: 216-3-0002

**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**

Curriculum

**Account Number**

77

**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**

Curriculum

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$15,000**Budgeted Expenditures in SFY 2023** \$15,000**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$50,000**Status**

Task Force Review

**Line Item Comment from KSDE**

additional detail listed in narrative

Line Item ID: 216-3-0003

**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**

Professional Development

**Account Number**

77

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Professional Development- Certified Staff

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$59,075
<b>Budgeted Expenditures in SFY 2023</b>	\$59,075
<b>Budgeted Expenditures in SFY 2024</b>	\$59,075
<b>Total Expenditures</b>	<u>\$177,225</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

additional detail provided in narrative

Line Item ID: 216-3-0004

**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**

Professional Development

**Account Number**

77

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

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

Professional Development- Social/ Emotional- Trauma-informed training, ACES training, Energy Bus School-wide training which is our adopted SEL Curriculum. We will also bring in workshops for staff and students focused on character and healthy habits that affect the mind and body.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,667
<b>Budgeted Expenditures in SFY 2023</b>	\$16,667
<b>Budgeted Expenditures in SFY 2024</b>	\$16,667
<b>Total Expenditures</b>	<u>\$50,001</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/4/22 Please provide more detail on what professional development/training will be done.

Line Item ID: 216-3-0005

**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 Tutoting

**Account Number**

77

**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**

After school Tutoring - Salararies

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,333
<b>Budgeted Expenditures in SFY 2023</b>	\$4,333
<b>Budgeted Expenditures in SFY 2024</b>	\$4,333
<b>Total Expenditures</b>	<u>\$12,999</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

additional detail in narrative

**Allocation Type**

Direct Allocation

**Is 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 Tutoting

**Account Number**

77

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

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

After School Tutoring Program: Currently, the plan is to partner with Varsity Tutor to provide live tutors for our students. Assessment data and classroom data will be used to help identify students as well as parent requests. Varsity Tutor has a platform they use with students.

<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**

Task Force Review

**Line Item Comment from KSDE**

5/4/22 Please provide detail on what materials will be purchase. General categories are fine.

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Purchased Services- Learning Loss

**Account Number**

77

**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**

Addressing Learning Loss Among Students

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,167
<b>Budgeted Expenditures in SFY 2023</b>	\$10,167
<b>Budgeted Expenditures in SFY 2024</b>	\$10,167
<b>Total Expenditures</b>	<u>\$30,501</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

additional details in narrative

Line Item ID: 216-3-0008



**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**

Equipment- Outdoor Learning Space

**Account Number**

77

**Function Code**

1000 - Instruction

**Object Code**

733 - Furniture and Fixtures

**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**

Outdoor Learning Space Equipment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

additional details provided in narrative

? This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 216-3-0009

**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**

Extended School Year

**Account Number**

77

**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**

Extended School Year

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$10,000**Status**

Task Force Review

**Line Item Comment from KSDE**

additional detail in narrative

Line Item ID: 216-3-0010

**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**

Cleaning Supplies

**Account Number**

77

**Function Code**

1000 - Instruction

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

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

Cleaning Supplies

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$5,000**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$10,000**Status**

Task Force Review

**Line Item Comment from KSDE**

cleaning supplies can not be used toward 20% set aside

Line Item ID: 216-3-0011

**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**

Technology

**Account Number**

77

**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**

We are working on upgrading our computers with our Chromebooks as we have added numerous online programs and curricula to help our students with their learning loss from COVID-19. We started using some of these programs during the closing of schools and want to continue. Also, most of our students do not have computers at home and so to provide access to resources outside the school day, we need to add and upgrade our Chromebooks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/4/22 Please explain the tie to COVID and learning loss.

Line Item ID: 216-3-0012

**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**

Healthy Environment Supplies

**Account Number**

77

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

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

Filters for Air Cleaning System

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,333
<b>Budgeted Expenditures in SFY 2023</b>	\$8,333
<b>Budgeted Expenditures in SFY 2024</b>	\$8,334
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This can not be used toward the 20% set aside.  
 ? This is a capital improvement and requires the necessary paperwork.

# ESSER III APPLICATION FOR D0244

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>
Burlington	301 Neosho Street, Burlington, KS 668391700	301 Neosho Street, Burlington, KS 668391700
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Craig Marshall	cmarshall@usd244ks.org	(620) 364-8478

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Craig Marshall	Superintendent	cmarshall@usd244ks.org	(620) 364-8478
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Christy Hess	chess@usd244ks.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://s3.amazonaws.com/scschoolfiles/1051/esseriiii-districtplan\\_244.pdf](https://s3.amazonaws.com/scschoolfiles/1051/esseriiii-districtplan_244.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?**

USD 244 will utilize ESSER funds by improving facility air quality, allowing for appropriate distancing in classrooms, and purchasing resources to allow in person and distance learning when necessary.

## 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 student survey was distributed to grades 5 through 12. There were 275 respondents. Students were able to select more than one area of need. Students responded 132 times that they would like to expand outside social and emotional/mental health services; students responded 104 times that they would like to see additional instructional materials and technology resources; students responded 95 times that they would like to see expanded school health office personnel hours for health safety , and support of the student body; students responded 69 times that they would like to see an after school tutoring program; students responded 62 times that they would like additional personnel support for academic interventions; students responded 54 times that they would like additional behavior support and interventions; and student responded 36 times that they would like to have summer learning programs.

## **Families**

A stakeholder survey was distributed to parents, staff members, and community patrons. We had 208 respondents. 144 of these respondents represented families. This group could identify multiple areas that they felt ESSER funds could be utilized. We received the following responses from families that informed how we could effectively allocate these ESSER funds:

- additional personnel support for academic intervention.
- after school tutoring programs
- expanded outside social emotional/mental health services.
- additional behavioral supports and interventions.
- additional instructional materials and technology resources.
- summer learning programs
- expanded school health office personnel hours for health, safety, and support of the student body.

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

A stakeholder survey was distributed to parents, staff members, and community patrons. We had 208 respondents. 6 of these respondents represented administrators. This group could identify multiple areas that they felt ESSER funds could be utilized. We received the following responses from administrators that informed how we could effectively allocate these ESSER funds:

- additional personnel support for academic intervention.
- after school tutoring programs
- expanded outside social emotional/mental health services.
- additional behavioral supports and interventions.
- additional instructional materials and technology resources.
- summer learning programs
- expanded school health office personnel hours for health, safety, and support of the student body.

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

A stakeholder survey was distributed to parents, staff members, and community patrons. We had 208 respondents. 52 of these respondents represented school staff and the union. This group could identify multiple areas that they felt ESSER funds could be utilized. We received the following responses from school staff and the union that informed how we could effectively allocate these ESSER funds:

- additional personnel support for academic intervention.
- after school tutoring programs
- expanded outside social emotional/mental health services.
- additional behavioral supports and interventions.
- additional instructional materials and technology resources.
- summer learning programs
- expanded school health office personnel hours for health, safety, and support of the student body.

## **Tribes**

Our student information system data shows that we have 3 students that identify as Native American. We have engaged in meaningful consultation with each student and family by contacting them directly and having a conversation about ways to improve student success for their children. When we did this, these families shared they would be in support of the following:

- summer learning programs
- expanded school health office personnel hours for health, safety, and support of the student body.
- additional personnel support for academic intervention.
- after school tutoring programs
- expanded outside social emotional/mental health services.
- additional behavioral supports and interventions.
- additional instructional materials and technology resources.

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

We reached out to the following Civil Rights organizations in our area to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

Kansas Human Rights Commission  
Kansas Action for Children  
Disability Rights Center of Kansas  
Kansas NAACP

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:

- additional personnel support for academic intervention.
- after school tutoring programs
- expanded outside social emotional/mental health services.
- additional behavioral supports and interventions.
- additional instructional materials and technology resources.
- summer learning programs
- expanded school health office personnel hours for health, safety, and support of the student body.

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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. In reviewing our student information system, we confirmed that we serve 266 of children with disabilities, 7 English Learners, 23 children experiencing homelessness, 2 children in foster care, 0 migratory students, 0 children who are incarcerated, 298 children who we consider underserved. Where representation in each group occurs, we have contacted the families of these students directly and asked for their feedback. Additionally, we conducted a survey and visited in conversations directly with students who met the criteria for these subgroups. It was clear from these conversations and feedback from students and stakeholders that the following supports were most needed:

- additional personnel support for academic intervention.
- after school tutoring programs
- expanded outside social emotional/mental health services.
- additional behavioral supports and interventions.
- additional instructional materials and technology resources.
- summer learning programs
- expanded school health office personnel hours for health, safety, and support of the student body.

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

USD 244 has created a COVID Advisory Committee in order to better understand the needs and concerns of the community. The advisory committee is comprised of school personnel, parents, community members, and health care professionals. In addition, a survey was distributed to community patrons. We received the following results: A stakeholder survey was distributed to parents, staff members, and community patrons. We had 208 respondents. Respondents could identify multiple areas that they felt ESSER funds could be utilized. We received the following responses:

- 52.5% would like to see additional personnel support for academic intervention.
- 43.5% would like to after school tutoring programs
- 43.5% would like expanded outside social emotional/mental health services.
- 42.5% would like additional behavioral supports and interventions.
- 39.5% would like additional instructional materials and technology resources.
- 32.5% would like summer learning programs
- 29% would like expanded school health office personnel hours for health, safety, and support of the student body.

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

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

In March of 2020, USD 244 was able to implement continuous learning at a very high level due to the commitment of our staff, access to technology, and internet connectivity in the county. While these efforts were successful, we quickly realized that this delivery of educational services would not be sustainable without additional resources. Students and staff faced great challenges in a remote learning model. Some of the more specific challenges included student engagement, work completion, remote broadband access, teacher fatigue, and parent support. At the time we would have no clue as to how 2020 would impact our staff and students. We are now seeing social emotional issues and a decline in work completion. In the Fall of 2021, Burlington began a hybrid model of instruction based on COVID cases and family preference. The hybrid model, while 'convenient' at times presented a set of new challenges. These challenges included teachers being able to address the needs of students in two different learning environments in the same class period. Younger students required assistance from parents while learning at home, and parents may not be able to take off from work to assist their child. Older students found ways to 'game' the system, by reporting false technology issues in order to not report to early class periods. USD 244 faced similar challenges with all students in all sub-groups. We did not see a significant impact with any one sub group over another.

**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 244 will utilize ARP funds to address the learning loss of students through summer learning programs. Evidence based interventions have been utilized to assist with the measurement of learning loss and as a tool to assist with setting realistic learning goals to address learning deficits in all grade levels.

Learning loss due to the COVID-19 pandemic will be addressed with up to 8 weeks of summer school being offered to all children in grades K-6. We developed our program in alignment with evidence-based practices to provide a safe and engaging environment and experience for participating students:

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)

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?**

USD 244 will spend remaining ESSER funds to address challenges facing students, staff, and facilities. We will utilize a survey specific to our students to help direct us in the best ways to spend remaining ESSER funds. Technology improvements, facility improvements to assist with air quality and student distancing, and social emotional support staff and programs are a few of the areas we will look to address.

### **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.**

Interventions such as additional teacher resources, after school programs, and summer learning programs will be available for all students to address the academic impact of lost instructional time. Students will be monitored by staff and through assessments that measure academic progress.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$837,014	\$0	\$837,014	ESSER III Allocations	\$167,403
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$837,014	\$0	\$837,014	Amount Still Needed	\$167,403
In Review Total	\$752,324	\$0	\$752,324	In Review Total	\$238,279
Amount Left	\$84,690	\$0	\$84,690	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
244-3-0001	Direct	False	1000	111	16	\$84,000	Task Force Review
244-3-0002	Direct	False	1000	121	16	\$86,750	Task Force Review
244-3-0003	Direct	False	1000	220	16	\$10,587	Task Force Review
244-3-0004	Direct	False	1000	222	16	\$2,476	Task Force Review
244-3-0005	Direct	False	1000	260	16	\$205	Task Force Review
244-3-0006	Direct	False	1000	250	15	\$12,000	Task Force Review
244-3-0007	Direct	False	1000	650	9	\$10,869	Task Force Review
244-3-0008	Direct	False	1000	650	9	\$27,787	Task Force Review
244-3-0009	Direct	False	1000	653	9	\$2,112	Task Force Review
244-3-0011	Direct	False	1000	121	15	\$28,000	Task Force Review
244-3-0012	Direct	False	1000	220	15	\$4,600	Task Force Review
244-3-0013	Direct	False	1000	222	15	\$1,000	Task Force Review
244-3-0014	Direct	False	1000	260	15	\$200	Task Force Review
244-3-0015	Direct	True	1000	111	11A	\$23,220	Task Force Review
244-3-0016	Direct	True	1000	121	11A	\$1,440	Task Force Review
244-3-0017	Direct	True	1000	220	11A	\$1,528	Task Force Review
244-3-0018	Direct	True	1000	222	11A	\$358	Task Force Review
244-3-0019	Direct	True	1000	260	11A	\$30	Task Force Review
244-3-0020	Direct	True	1000	113	10	\$57,600	Task Force Review
244-3-0021	Direct	True	1000	220	10	\$3,572	Task Force Review
244-3-0022	Direct	True	1000	220	10	\$836	Task Force Review
244-3-0023	Direct	True	1000	260	10	\$70	Task Force Review
244-3-0024	Direct	True	1000	121	11A	\$27,520	Task Force Review
244-3-0025	Direct	True	1000	220	11A	\$1,706	Task Force Review
244-3-0026	Direct	True	1000	222	11A	\$400	Task Force Review
244-3-0027	Direct	True	1000	260	11A	\$34	Task Force Review
244-3-0029	Direct	False	1000	115	16	\$20,000	Task Force Review
244-3-0030	Direct	False	1000	220	16	\$1,240	Task Force Review
244-3-0031	Direct	False	1000	222	16	\$290	Task Force Review
244-3-0032	Direct	False	1000	260	16	\$24	Task Force Review

244-3-0033	Direct	True	1000	653	9	\$30,618	Task Force Review
244-3-0034	Direct	True	1000	653	9	\$18,374	Task Force Review
244-3-0035	Direct	False	1000	650	9	\$4,000	Task Force Review
244-3-0036	Direct	True	1000	111	16	\$11,500	Task Force Review
244-3-0037	Direct	True	1000	121	16	\$13,500	Task Force Review
244-3-0038	Direct	True	1000	220	16	\$1,550	Task Force Review
244-3-0039	Direct	True	1000	222	16	\$363	Task Force Review
244-3-0040	Direct	True	1000	260	16	\$30	Task Force Review
244-3-0041	Direct	True	1000	591	11B	\$44,000	Task Force Review
244-3-0042	Direct	False	1000	322	10	\$10,000	Task Force Review
244-3-0043	Direct	False	1000	591	12	\$20,340	Task Force Review
244-3-0044	Direct	False	1000	591	3	\$2,900	Task Force Review
244-3-0045	Direct	False	1000	591	10	\$3,000	Task Force Review
244-3-0046	Direct	False	1000	111	16	\$84,000	Task Force Review
244-3-0047	Direct	False	1000	121	16	\$83,992	Task Force Review
244-3-0048	Direct	False	1000	220	16	\$10,587	Task Force Review
244-3-0049	Direct	False	1000	222	16	\$2,476	Task Force Review
244-3-0050	Direct	False	1000	260	16	\$205	Task Force Review
244-3-0051	Direct	False	1000	260	16	\$205	Task Force Review
244-3-0052	Direct	False	1000	260	15	\$200	Task Force Review
244-3-0053	Direct	True	1000	260	11A	\$30	Task Force Review

## Line Item Details

Line Item ID: 244-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salaries

**Account Number**

97

**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**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. 84 certified staff members received premium pay in June of 2022.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, the amount per staff, and the anticipated pay date. This would not count toward the 20% learning loss.

Line Item ID: 244-3-0002

**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**

Non certified Salaries

**Account Number**

97

**Function Code**

1000 - Instruction

**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**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. 141 non certified staff received premium pay in June 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$86,750
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$86,750</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the number of staff, amount per staff, and the anticipated pay date. This would not count toward the 20% learning loss.

Line Item ID: 244-3-0003

**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**

Social Security

**Account Number**

97

**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**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. 225 staff received premium pay in June of 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$10,587
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$10,587</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the number of staff, amount per staff, and the anticipated pay date. Premium pay can not be used with the 20% set aside.

Line Item ID: 244-3-0004

**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**

Medicare

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**222 - Medicare - Employer's  
Contribution**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. 225 staff received premium pay in June of 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,476
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,476</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the number of staff, amount per staff, and the anticipated pay date. Premium pay can't be used with the 20% set aside.

Line Item ID: 244-3-0005

**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**

Unemployment

**Account Number**

97

**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**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. 225 staff received premium pay in June of 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$205
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$205</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the number of staff, amount per staff, and the anticipated pay date. Premium pay can't be used with the 20% set aside.

Line Item ID: 244-3-0006



**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**

Tuition Reimb

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**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**

As a result of COVID, teachers have made the decision to retire early or leave teaching all together. This has created many teacher vacancies. Some of these positions are very difficult to fill such as special education, science, math, and language arts. In an effort to fill these positions, we are assisting staff with college tuition for required courses for their teaching assignment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Tuition reimb. is not allowed for the 20% set aside.

Line Item ID: 244-3-0007

**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**

Technology Supplies

**Account Number**

97

**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**

Due to COVID we expanded our one to one student laptop initiative. As a result, it has become necessary to expand broadband offerings to include the use of mobile broadband to support student learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,869
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,869</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0008

**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**

Technology Supplies

**Account Number**

97

**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**

Due to COVID we needed to come up with new strategies in order to support student learning using a variety of methods. The use of Newline interactive displays with webcams for remote and in person learning has expanded the reach of the instructor to support more students in a variety of settings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$27,787
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$27,787</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0009

**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**

Software

**Account Number**

97

**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**

Due to COVID we needed to come up with new strategies in order to support student learning using a variety of methods. The use of Showbie interactive software for remote learning has expanded the reach of the instructor to support more students with off-site learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,056
<b>Budgeted Expenditures in SFY 2024</b>	\$1,056
<b>Total Expenditures</b>	<u>\$2,112</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0011

**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**

Non certified Salaries

**Account Number**

97

**Function Code**

1000 - Instruction

**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**

Due to COVID there are additional requirements of food service staff to maintain safety and sanitizing measures. The additional staff insure all requirements are met and students are fed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	<u>\$28,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This item can't be used toward the 20% set aside.

Line Item ID: 244-3-0012

**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**

Social Security

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Due to COVID there are additional requirements of food service staff to maintain safety and sanitizing measures. The additional staff insure all requirements are met and students are fed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,300
<b>Budgeted Expenditures in SFY 2024</b>	\$2,300
<b>Total Expenditures</b>	\$4,600

**Status**

Task Force Review

**Line Item Comment from KSDE**

This item can't be used toward the 20% set aside.

Line Item ID: 244-3-0013

**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**

Medicare

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**222 - Medicare - Employer's  
Contribution**Allowable Use**15 - Developing strategies and  
implementing public health protocols  
for the reopening and operation of  
school facilities.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to COVID there are additional requirements of food service staff to maintain safety and sanitizing measures. The additional staff insure all requirements are met and students are fed.

<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 Comment from KSDE**

This item can't be used toward the 20% set aside.

Line Item ID: 244-3-0014

**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**

Unemployment

**Account Number**

97

**Function Code**

1000 - Instruction

**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**

Due to COVID there are additional requirements of food service staff to maintain safety and sanitizing measures. The additional staff insure all requirements are met and students are fed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100
<b>Budgeted Expenditures in SFY 2024</b>	\$100
<b>Total Expenditures</b>	<u>\$200</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This item can't be used toward the 20% set aside.

Line Item ID: 244-3-0015



**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**

Certified Salaries

**Account Number**

97

**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 learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our summer learning program. Our summer learning program participation has increased. We anticipate 15 staff member for FY23 and 24

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$11,610
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$11,610
--	----------

<b>Total Expenditures</b>	\$23,220
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the number of anticipated staff.

Line Item ID: 244-3-0016

**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**

Non Certified Salaries

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Due to learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our summer learning program. Our summer learning program participation has increased. We anticipate 15 additional staff member for FY23 and FY24.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$720
<b>Budgeted Expenditures in SFY 2024</b>	\$720
<b>Total Expenditures</b>	<u>\$1,440</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

Line Item ID: 244-3-0017

**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**

Social Security

**Account Number**

97

**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**

Due to learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our summer learning program. Our summer learning program participation has increased. We anticipate 15 additional staff member for FY23 and FY24.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$764
<b>Budgeted Expenditures in SFY 2024</b>	\$764
<b>Total Expenditures</b>	<u>\$1,528</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

Line Item ID: 244-3-0018

**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**

Medicare

**Account Number**

97

**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 learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our summer learning program. Our summer learning program participation has increased. We anticipate 15 additional staff member for FY23 and FY24.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$179
<b>Budgeted Expenditures in SFY 2024</b>	\$179
<b>Total Expenditures</b>	<u>\$358</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

Line Item ID: 244-3-0019

**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**

Unemployment

**Account Number**

97

**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 learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our summer learning program. Our summer learning program participation has increased. We anticipate 15 additional staff member for FY23 and FY24.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15
<b>Budgeted Expenditures in SFY 2024</b>	\$15
<b>Total Expenditures</b>	<u>\$30</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

Line Item ID: 244-3-0020

**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**

Part-Time Certified

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

Due to COVID, we have seen an increase in social emotional needs with our students. The addition of staff to support the students and address this issue would be a long term benefit. We anticipate hiring 1 staff person.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$28,800
<b>Budgeted Expenditures in SFY 2024</b>	\$28,800
<b>Total Expenditures</b>	<u>\$57,600</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

**Allocation Type**

Direct Allocation

**Is 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

**Account Number**

97

**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**

Due to COVID, we have seen an increase in social emotional needs with our students. The addition of staff to support the students and address this issue would be a long term benefit. We anticipate hiring one full-time person to address these needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,786
<b>Budgeted Expenditures in SFY 2024</b>	\$1,786
<b>Total Expenditures</b>	<u>\$3,572</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Medicare

**Account Number**

97

**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**

Due to COVID, we have seen an increase in social emotional needs with our students. The addition of staff to support the students and address this issue would be a long term benefit. We anticipate hiring one full-time person to address these needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$418
<b>Budgeted Expenditures in SFY 2024</b>	\$418
<b>Total Expenditures</b>	<u>\$836</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

Line Item ID: 244-3-0023

**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**

97

**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**

Due to COVID, we have seen an increase in social emotional needs with our students. The addition of staff to support the students and address this issue would be a long term benefit. We anticipate hiring one full-time person to address these needs.

<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**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

**Allocation Type**

Direct Allocation

**Is 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

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Due to learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our extended summer learning program. Our typical summer program runs for 4 weeks. This extended program allows for 4 additional weeks of academic supports. We have been able to secure 13 staff members to support our extended summer learning academy.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,760
<b>Budgeted Expenditures in SFY 2024</b>	\$13,760
<b>Total Expenditures</b>	<u>\$27,520</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.



**Allocation Type**

Direct Allocation

**Is 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

**Account Number**

97

**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**

Due to learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our extended summer learning program. Our typical summer program runs for 4 weeks. This extended program allows for 4 additional weeks of academic supports. We have been able to secure 13 staff members to support our extended summer learning academy.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$853
<b>Budgeted Expenditures in SFY 2024</b>	\$853
<b>Total Expenditures</b>	<u>\$1,706</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

Line Item ID: 244-3-0026

**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**

Medicare

**Account Number**

97

**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 learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our extended summer learning program. Our typical summer program runs for 4 weeks. This extended program allows for 4 additional weeks of academic supports. We have been able to secure 13 staff members to support our extended summer learning academy.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$200
<b>Budgeted Expenditures in SFY 2024</b>	\$200
<b>Total Expenditures</b>	<u>\$400</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

Line Item ID: 244-3-0027

**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**

Unemployment

**Account Number**

97

**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 learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our extended summer learning program. Our typical summer program runs for 4 weeks. This extended program allows for 4 additional weeks of academic supports. We have been able to secure 13 staff members to support our extended summer learning academy.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17
<b>Budgeted Expenditures in SFY 2024</b>	\$17
<b>Total Expenditures</b>	<u>\$34</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the anticipated number of staff.

Line Item ID: 244-3-0029

**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**

Substitute Pay

**Account Number**

97

**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**

As a result of COVID the number of qualified persons willing to substitute declined drastically. In order to increase our substitute teacher pool, we needed to increase the rate of pay. Our substitute pool increased from 5 to 20 qualified substitutes. These substitutes were essential for in person learning. The additional pay was \$1000 per substitute if they subbed for 15 days or more over the course of the second semester. These subs received the additional premium pay at the end of the semester.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss. How much was the pay increased?

Line Item ID: 244-3-0030

**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**

Social Security

**Account Number**

97

**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**

As a result of COVID the number of qualified persons willing to substitute declined drastically. In order to increase our substitute teacher pool, we needed to increase the rate of pay. Our substitute pool increased from 5 to 20 qualified substitutes. These substitutes were essential for in person learning. The additional pay was \$1000 per substitute if they subbed for 15 days or more over the course of the second semester. These subs received the additional premium pay at the end of the semester.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,240
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,240</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0031

**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**

Medicare

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**222 - Medicare - Employer's  
Contribution**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

As a result of COVID the number of qualified persons willing to substitute declined drastically. In order to increase our substitute teacher pool, we needed to increase the rate of pay. Our substitute pool increased from 5 to 20 qualified substitutes. These substitutes were essential for in person learning. The additional pay was \$1000 per substitute if they subbed for 15 days or more over the course of the second semester. These subs received the additional premium pay at the end of the semester.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$290
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$290</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0032

**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**

Unemployment

**Account Number**

97

**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**

As a result of COVID the number of qualified persons willing to substitute declined drastically. In order to increase our substitute teacher pool, we needed to increase the rate of pay. Our substitute pool increased from 5 to 20 qualified substitutes. These substitutes were essential for in person learning. The additional pay was \$1000 per substitute if they subbed for 15 days or more over the course of the second semester. These subs received the additional premium pay at the end of the semester.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$24
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0033

**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**

Software

**Account Number**

97

**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**

Due to COVID it has become necessary to assess student progress more frequently, utilizing software to measure and provide data for teachers to enable them to address learning loss in the area of reading. This assessment and data tool is a two year subscription.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,309
<b>Budgeted Expenditures in SFY 2024</b>	\$15,309
<b>Total Expenditures</b>	\$30,618

**Status**

Task Force Review

Line Item ID: 244-3-0034

**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**

Software

**Account Number**

97

**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**

NWEA MAP to measure learning loss so that it can be addressed appropriately. Due to COVID it has become necessary to assess student progress more frequently, utilizing software to measure and provide data for teachers to enable them to address learning loss in the area of math, reading, and language arts. This assessment and data tool is a two-year subscription.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,187
<b>Budgeted Expenditures in SFY 2024</b>	\$9,187
<b>Total Expenditures</b>	\$18,374

**Status**

Task Force Review

Line Item ID: 244-3-0035



**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**

Technology Supplies

**Account Number**

97

**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**

Due to COVID we expanded our one to one student laptop initiative. As a result, replacement batteries are a necessity so that the technology can be maintained for student learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0036

**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**

Certified Salaries

**Account Number**

97

**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**

Due to learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our extended summer learning program. Our typical summer program runs for 4 weeks. This extended program allows for 4 additional weeks of academic supports. The additional pay allowed us to staff our summer programs to meet student needs. We have been able to secure 13 staff members to support our extended summer learning academy.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$11,500
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$11,500</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the number of staff.

Line Item ID: 244-3-0037

**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**

Non certified Salaries

**Account Number**

97

**Function Code**

1000 - Instruction

**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**

Due to learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our extended summer learning program. Our typical summer program runs for 4 weeks. This extended program allows for 4 additional weeks of academic supports. The additional pay allowed us to staff our summer programs to meet student needs. We have been able to secure 13 staff members to support our extended summer learning academy.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the number of staff.

Line Item ID: 244-3-0038

**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**

Social Security

**Account Number**

97

**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**

Due to learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our extended summer learning program. Our typical summer program runs for 4 weeks. This extended program allows for 4 additional weeks of academic supports. The additional pay allowed us to staff our summer programs to meet student needs. We have been able to secure 13 staff members to support our extended summer learning academy.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,550
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,550</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the number of staff.

Line Item ID: 244-3-0039

**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**

Medicare

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**222 - Medicare - Employer's  
Contribution**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our extended summer learning program. Our typical summer program runs for 4 weeks. This extended program allows for 4 additional weeks of academic supports. The additional pay allowed us to staff our summer programs to meet student needs. We have been able to secure 13 staff members to support our extended summer learning academy.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$363
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$363</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the number of staff.

Line Item ID: 244-3-0040

**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**

Unemployment

**Account Number**

97

**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**

Due to learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our extended summer learning program. Our typical summer program runs for 4 weeks. This extended program allows for 4 additional weeks of academic supports. The additional pay allowed us to staff our summer programs to meet student needs. We have been able to secure 13 staff members to support our extended summer learning academy.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$30

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know the number of staff.

Line Item ID: 244-3-0041

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Contracted Services

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**

591 - Services Purchased from Another LEA or Educational Service Agency Within the State

**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**

COVID has created challenges for parents with children ages birth to five. Parents as Teachers provides academic, social emotional, and parenting support for this hard to reach population.

<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>	\$22,000
<b>Total Expenditures</b>	\$44,000

**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**

Contracted Services

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**

322 - Instructional 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**

Public and Permanent Presentation - COVID has increased the need for additional awareness in the area of social emotional needs for students. There has been an increase in social media inappropriate interactions among students as a result of fewer in person interactions. This presentation will offer students, parents, and staff guidance and insight on how to better monitor and promote positive social media interaction.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Contracted Services

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**591 - Services Purchased from Another  
LEA or Educational Service Agency  
Within the State**Allowable Use**12 - 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 - As a result of COVID administration has sought outside assistance with school improvement services, which include distance learning opportunities, collaboration with other district administrators on how best to tackle the impact 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>	\$10,170
<b>Budgeted Expenditures in SFY 2024</b>	\$10,170
<b>Total Expenditures</b>	\$20,340

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0044



**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**

Contracted Services

**Account Number**

97

**Function Code**

1000 - Instruction

**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 Administrative Services for leadership support and professional learning for school and district leaders. As a result of COVID administration has sought outside assistance with school improvement services, which include distance learning opportunities, collaboration with other district administrators on how best to tackle the impact 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>	\$1,450
<b>Budgeted Expenditures in SFY 2024</b>	\$1,450
<b>Total Expenditures</b>	\$2,900

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0045

**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**

Contracted Services

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**591 - Services Purchased from Another  
LEA or Educational Service Agency  
Within the State**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 for crisis response and specialized learning. As a result of COVID administration has sought outside assistance with school improvement services, which include distance learning opportunities, collaboration with other district administrators on how best to tackle the impact 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>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0046

**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**

Contracted Services

**Account Number**

97

**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**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. We estimate that 84 Certified teachers will receive the premium pay at the end of the second semester, June 2023.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many staff do you anticipate getting this, how much will they get, and what is the anticipated payment date? This would not count toward the 20% learning loss.

Line Item ID: 244-3-0047

**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**

Contracted Services

**Account Number**

97

**Function Code**

1000 - Instruction

**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**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. We estimate that 141 non-Certified teachers will receive the premium pay at the end of the second semester, June 2023.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$83,992
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$83,992</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many staff do you anticipate getting this, how much, and what is the anticipated payment date? This would not count toward the 20% learning loss.

Line Item ID: 244-3-0048

**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**

Contracted Services

**Account Number**

97

**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**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. We estimate that 225 staff will receive the premium pay at the end of the second semester, June 2023.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,587
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,587</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many staff do you anticipate getting this, how much, and what is the anticipated payment date? This would not count toward the 20% learning loss.

Line Item ID: 244-3-0049

**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**

Contracted Services

**Account Number**

97

**Function Code**

1000 - Instruction

**Object Code**222 - Medicare - Employer's  
Contribution**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. We estimate that 225 staff will receive the premium pay at the end of the second semester, June 2023.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,476
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,476</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many staff do you anticipate getting this, how much, and what is the anticipated payment date? This would not count toward the 20% learning loss.

Line Item ID: 244-3-0050

**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**

Contracted Services

**Account Number**

97

**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**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. We estimate that 225 staff will receive the premium pay at the end of the second semester, June 2023.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$205
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$205</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many staff do you anticipate getting this, how much, and what is the anticipated payment date? This would not count toward the 20% learning loss.

Line Item ID: 244-3-0051

**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**

Unemployment

**Account Number**

97

**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**

Due to COVID staff have gone above and beyond to ensure in person instruction is taking place in a safe and healthy environment. This has required staff to utilize additional sanitizing measures, hours of re-teaching materials that may have been missed due to quarantines, additional time to assess student progress, preparing take-home assignments for students in health safety protocols, and providing additional student support before and after school to address learning loss. We estimate that 225 staff will receive the premium pay at the end of the second semester, June 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$205
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$205</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many staff do you anticipate getting this, how much, and what is the anticipated payment date? This would not count toward the 20% learning loss.

Line Item ID: 244-3-0052



**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**

Unemployment

**Account Number**

97

**Function Code**

1000 - Instruction

**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**

Due to COVID there are additional requirements of food service staff to maintain safety and sanitizing measures. The additional staff insure all requirements are met and students are fed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100
<b>Budgeted Expenditures in SFY 2024</b>	\$100
<b>Total Expenditures</b>	<u>\$200</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This would not count toward the 20% learning loss.

Line Item ID: 244-3-0053

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment

**Account Number**

97

**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 learning loss as a result of COVID, we have a need for additional staff to support the needs of students for our extended summer learning program. Our typical summer program runs for 4 weeks. This extended program allows for 4 additional weeks of academic supports. The additional pay allowed us to staff our summer programs to meet student needs. 13 additional staff will be utilized.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15
<b>Budgeted Expenditures in SFY 2024</b>	\$15
<b>Total Expenditures</b>	<u>\$30</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many staff due you anticipate?

# ESSER III APPLICATION FOR D0258

**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>
Humboldt	801 New York, Humboldt, KS 667481801	801 New York, Humboldt, KS 667481801
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Amber Wheeler	amber.wheeler@usd258.net	(620) 473-3121

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Amber Wheeler	Superintendent	amber.wheeler@usd258.net	(620) 333-9669

## 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.usd258.net/39939\\_1](https://www.usd258.net/39939_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?**

We will continue to increase the amount of custodial staff in schools to increase cleaning. This will also require an increase in cleaning supplies. We will continue to offer masks and hand-sanitizer. We will continue to use social distancing when appropriate and possible.

## 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:

1. Supports for Social/Emotional Learning
2. Extra-Curricular Activities - They specifically mentioned needing to incorporate field trips and off-site learning activities as part of summer programs and with kids to replace those experiences that were lost during COVID, not only in missed school activities but in many families who put off vacation or trip experiences.
3. Facility Upgrades

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

## **Families**

We have worked closely with our families in developing our ESSER support plan. 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 items show up in our ESSER plan:

1. Additional supports for academic needs.
2. Additional supports for Social/Emotional needs.
3. After-school programming
4. Additional supports for behavior needs.

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

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

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Increased opportunities for outside of school programming. (summer or after-school)

You will see that this information plays a prominent role in our ESSER plan.

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

We allowed all staff members, including classified, teachers, and administrators to participate in a survey regarding needs and use of funds. We also visited with our National Education Association in a meeting. Administrators met extensively to discuss current needs, their current building assessment and the effects of COVID on our results.

Results from those discussions continued to emphasize needs for behavior support, academic supports, social/emotional supports, and extended learning opportunities. Teachers and staff also indicated a need to retain highly trained staff and teachers after several years with high expectations.

## **Tribes**

In a review of our student information system, we identified students who reported as members of a tribe. During a survey sent to those parents, they indicated the following strategies would be of the greatest benefit to them:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.

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

Due to the small numbers indicated by our student information system, we also reached out to the Kickapoo Tribe in our state to seek feedback regarding suggestions to best meet the needs of Native American students. While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit our Native American students:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Additional supports for out of school learning time.

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

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

NAACP

Kansas Action for Children

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:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Additional supports for out of school learning time.

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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. In reviewing our student information system, we confirmed that we serve 109 children with disabilities, 1 English Learner, 0 children experiencing homelessness, 1 child in foster care, 0 migratory students, 0 children who are incarcerated, 2 children who we self-identified as underserved. Where representation in each group occurs, we have contacted the families of these students and provided opportunities for their feedback. Additionally, we conducted a survey and visited directly with students in conversations who met the criteria for one or more of these subgroups. It was clear from these conversations and feedback from students and stakeholders that the following supports were most needed:

1. Additional supports to address academic needs.
  2. Additional supports to address behavior needs.
  3. Additional supports to address social/emotional needs.
- While not as highly rated by all, several also identified the need for professional development for teachers and staff. 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**

We collected feedback from the public through an open survey and then shared that information during an open session of board meeting, with administrators, and will share it again at our back-to-school events with 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.**

COVID 19 required the closing of all schools in the district from March 2020-the end of that school year. The district reopened, but quarantines and students choosing remote impacted the attendance and learning of students. Local groups identified several effects, including increased mental health and behavior needs, academic learning loss, a lack of opportunities for students outside our school buildings, and an increased need for professional development and academic intervention. The district did not see a disproportionate impact on any particular special population in the district as mitigation factors, such as hot spots, and increased support for special education students have been employed.

**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)**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district. This will pay 6 educators in our district a stipend for time outside the day spent at conferences, attending training sessions, and working directly with our behavior coach. It will also cover time for them to work on plan times, prep for substitutes as necessary, and meet outside school time with teachers needing assistance with behaviors. We are providing each team member with \$1500 stipend. During the 2nd year, we will add a trainee position in order to continue to keep our team at 6 members as members retire or move. Hattie's research indicates an effect size of .62 for strategies related to behavior intervention.

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the inclusion of off-site activities and any fees that might be associated with those activities. It is factored on a \$50 per student for the summer.

Evidence: <https://www.sciencedirect.com/science/article/abs/pii/S0885200612000427>

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district. We will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_PA\\_Improving\\_Teacher\\_Performance\\_Through\\_Instructional\\_Coaching.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Improving_Teacher_Performance_Through_Instructional_Coaching.pdf)

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

Teachers will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss or at-risk of failing. This will pay for substitutes for teachers to attend student improvement team meetings, collaboration and planning sessions for interventions, and relevant PD to address the learning losses of our students due to COVID.

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings.

USD 258 will use ESSER III funding to provide retention incentive premium pay of \$1500 per employee to provide for the additional duties required to work in a COVID environment and to maintain staffing through 2024. This will be paid in November to certified staff and in November/May to classified staff in 2 payments. A total of 107 staff currently qualify.

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

We will utilize FastBridge assessments and survey data to ensure we continue working towards our goals of positively impacting the losses due to COVID. We will utilize academic screeners and diagnostic assessments, state assessment data, and social/emotional screeners to ensure we target those students most affected and that the interventions we are utilizing are being effective.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$942,370	\$0	\$942,370	ESSER III Allocations	\$188,474
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$942,370	\$0	\$942,370	Amount Still Needed	\$188,474
In Review Total	\$746,472	\$0	\$746,472	In Review Total	\$234,411
Amount Left	\$195,898	\$0	\$195,898	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
258-3-0001	Direct	True	1000	110	11A	\$62,700	Task Force Review
258-3-0002	Direct	True	1000	120	11A	\$18,900	Task Force Review
258-3-0003	Direct	True	1000	221	11A	\$6,528	Task Force Review
258-3-0004	Direct	True	1000	610	11A	\$5,000	Task Force Review
258-3-0005	Direct	True	1000	329	11A	\$10,000	Task Force Review
258-3-0006	Direct	False	2000	120	16	\$104,682	Task Force Review
258-3-0007	Direct	False	2000	210	16	\$12,168	Task Force Review
258-3-0008	Direct	False	2000	214	16	\$24,336	Task Force Review
258-3-0009	Direct	False	2000	221	16	\$8,375	Task Force Review
258-3-0010	Direct	False	2000	221	16	\$3,000	Task Force Review
258-3-0011	Direct	False	2000	618	16	\$30,000	Task Force Review
258-3-0012	Direct	False	1000	110	16	\$160,500	Task Force Review
258-3-0013	Direct	True	1000	111	6	\$106,307	Task Force Review
258-3-0014	Direct	True	1000	210	6	\$12,168	Task Force Review
258-3-0015	Direct	True	1000	221	6	\$8,506	Task Force Review
258-3-0016	Direct	True	1000	214	6	\$102	Task Force Review
258-3-0017	Direct	True	1000	290	6	\$4,200	Task Force Review
258-3-0018	Direct	False	1000	320	6	\$72,500	Task Force Review
258-3-0019	Direct	False	1000	110	12	\$19,500	Task Force Review
258-3-0020	Direct	False	1000	320	12	\$57,000	Task Force Review
258-3-0022	Direct	False	1000	115	12	\$20,000	Task Force Review

## Line Item Details

Line Item ID: 258-3-0001



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School Salaries Certified

**Account Number**

57800

**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**

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the salaries for teachers. \$25/hr for 4.5 hrs for 12 teachers for 21 days. It also includes a \$3000 stipend for a coordinator to oversee 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>	\$31,350
<b>Budgeted Expenditures in SFY 2024</b>	\$31,350
<b>Total Expenditures</b>	\$62,700

**Status**

Task Force Review

Line Item ID: 258-3-0002

**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 Salaries Classified

**Account Number**

57801

**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**

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the salaries for paraprofessionals. Pay is \$20 per hour for 4.5 hrs for 5 paras for 21 days.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,450
<b>Budgeted Expenditures in SFY 2024</b>	\$9,450
<b>Total Expenditures</b>	<u>\$18,900</u>

**Status**

Task Force Review

Line Item ID: 258-3-0003

**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 Salaries FICA

**Account Number**

57802

**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**

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is FICA for the teachers and paraprofessionals

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,264
<b>Budgeted Expenditures in SFY 2024</b>	\$3,264
<b>Total Expenditures</b>	<u>\$6,528</u>

**Status**

Task Force Review

Line Item ID: 258-3-0004

**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 Materials

**Account Number**

57803

**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**

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the supplies and materials for the program. Teachers will need activity items, specific resources, etc. Examples would include crayons, construction paper, counters, workbooks for intervention materials, bags, ten-frames, etc. It is based on an a \$25 per student amount.

<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>	<u>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 258-3-0005

**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 Activities

**Account Number**

57804

**Function Code**

1000 - Instruction

**Object Code**

329 - Other Professional Educational 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**

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the inclusion of off-site activities and any fees that might be associated with those activities. It is factored on a \$50 per student for the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$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: 258-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Custodial Salaries

**Account Number**

57805

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. Salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51,064
<b>Budgeted Expenditures in SFY 2024</b>	\$53,618
<b>Total Expenditures</b>	<u>\$104,682</u>

**Status**

Task Force Review

Line Item ID: 258-3-0007

**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**

Custodial Benefits Medical Insurance

**Account Number**

57806

**Function Code**

2000 - Support Services

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. Insurance

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,084
<b>Budgeted Expenditures in SFY 2024</b>	\$6,084
<b>Total Expenditures</b>	<u>\$12,168</u>

**Status**

Task Force Review

Line Item ID: 258-3-0008

**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**

Custodial Benefits Life Insurance

**Account Number**

57807

**Function Code**

2000 - Support Services

**Object Code**

214 - Life 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**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. Life Insurance

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,168
<b>Budgeted Expenditures in SFY 2024</b>	\$12,168
<b>Total Expenditures</b>	\$24,336

**Status**

Task Force Review

Line Item ID: 258-3-0009

**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**

Custodial Salaries Taxes and Benefits

**Account Number**

57808

**Function Code**

2000 - Support Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,085
<b>Budgeted Expenditures in SFY 2024</b>	\$4,290
<b>Total Expenditures</b>	\$8,375

**Status**

Task Force Review

Line Item ID: 258-3-0010

**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**

Custodial Benefits Taxes and Benefits

**Account Number**

57809

**Function Code**

2000 - Support Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. 403B Match

<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: 258-3-0011

**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**

Custodial Supplies

**Account Number**

57810

**Function Code**

2000 - Support Services

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 the continuing pandemic, the district will need to continue to purchase additional cleaning supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

Line Item ID: 258-3-0012



**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**

Retention Premium Pay

**Account Number**

57811

**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 258 will use ESSER III funding to provide retention incentive premium pay of \$1500 per employee to provide for the additional duties required to work in a COVID environment and to maintain staffing through 2024. This will be paid in November to certified staff and in November/May to classified staff in 2 payments. A total of 107 staff currently qualify.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$160,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$160,500</u>

**Status**

Task Force Review

Line Item ID: 258-3-0013

**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**

Certified Salaries

**Account Number**

57812

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

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

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating 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>	\$51,857
<b>Budgeted Expenditures in SFY 2024</b>	\$54,450
<b>Total Expenditures</b>	<u>\$106,307</u>

**Status**

Task Force Review

Line Item ID: 258-3-0014

**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**

Certified Benefits

**Account Number**

57813

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**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**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating 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>	\$6,084
<b>Budgeted Expenditures in SFY 2024</b>	\$6,084
<b>Total Expenditures</b>	<u>\$12,168</u>

**Status**

Task Force Review

Line Item ID: 258-3-0015

**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**

Certified Salaries

**Account Number**

57814

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**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**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating 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>	\$4,150
<b>Budgeted Expenditures in SFY 2024</b>	\$4,356
<b>Total Expenditures</b>	<u>\$8,506</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Benefits

**Account Number**

57815

**Function Code**

1000 - Instruction

**Object Code**

214 - Life Insurance

**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**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating 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>	\$51
<b>Budgeted Expenditures in SFY 2024</b>	\$51
<b>Total Expenditures</b>	<u>\$102</u>

**Status**

Task Force Review

Line Item ID: 258-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Benefits

**Account Number**

57816

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**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**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating 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>	\$2,100
<b>Budgeted Expenditures in SFY 2024</b>	\$2,100
<b>Total Expenditures</b>	<u>\$4,200</u>

**Status**

Task Force Review

Line Item ID: 258-3-0018

**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**

Purchased Instructional Services

**Account Number**

57817

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education 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**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district.

<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>	\$37,500
<b>Total Expenditures</b>	<u>\$72,500</u>

**Status**

Task Force Review

Line Item ID: 258-3-0019

**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**

Certified Salaries

**Account Number**

57814

**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**

Evidence suggests behaviors can significantly impact the learning of students in the classroom. Our local feedback indicated a direct need in improving this area due to an increase in behavior/mental health-related incidents due to COVID. This will pay 6 educators in our district a stipend for time outside the day spent at conferences, attending training sessions, and working directly with our behavior coach. It will also cover time for them to work on plan times, prep for substitutes as necessary, and meet outside school time with teachers needing assistance with behaviors. We are providing each team member with \$1500 stipend. During the 2nd year, we will add a trainee position in order to continue to keep our team at 6 members as members retire or move.

<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>	\$10,500
--	----------

<b>Total Expenditures</b>	\$19,500
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

district would like to delete this line item - it is a duplicate

Line Item ID: 258-3-0020

**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**

Purchased Instructional Services

**Account Number**

57817

**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**

Evidence suggests behaviors can significantly impact the learning of students in the classroom. Our local feedback indicated a direct need in improving this area due to an increase in behavior/mental health-related incidents due to COVID. Therefore, we will contract with our local service center to provide a behavior specialist that will work one-on-one with struggling students, assist SIT teams in developing plans, provide on-site and on-time professional development for teachers, and deeply train and coach a group of 6 educators to become a behavior intervention team that will facilitate an ongoing structure within our district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$27,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
--	----------

<b>Total Expenditures</b>	\$57,000
---------------------------	----------

**Status**

Task Force Review

Line Item ID: 258-3-0022



**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**

Substitutes

**Account Number**

57818

**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**

Teachers will meet to review student achievement data, and determine how to best meet the needs of those students who are displaying potential learning loss due to COVID. This will pay for substitutes for teachers to attend student improvement team meetings, collaboration and planning sessions for interventions, and relevant PD to address the learning losses of our students due to COVID. This will provide 100 days per year to be used by our PreK-12 staff.

<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**

Task Force Review

# ESSER III APPLICATION FOR D0264

**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>
Clearwater	151 S. 1st Avenue, Clearwater, KS 67026	Box 248, Clearwater, KS 67026
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Chris Cooper	ccooper@usd264.org	(620) 584-2091

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Chris Cooper	Superintendent	ccooper@usd264.org	(625) 584-2091

## 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/drive/folders/1t0fgMTONTR9ESR0sk33aqGSwqT4DxhYX>

## 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 system will continue to rely on the latest guidance from the CDC to guide our decisions about how to safely keep our schools open. By using this strategy in the 2020-21 and 2021-22 school years we were able to safely have school each day. We plan to also continue to provide rapid antigen testing to symptomatic and close contacts of positive COVID-19 cases. This can be utilized for students and staff members.

Our custodial staff has continued to be vigilant about appropriate cleaning and disinfection practices. We have identified specific products and procedures to maintain the most healthy environment.

Clearwater has and will continue to keep in close contact with the Sedgwick County Health Department and the Kansas Department of Health and Environment to stay up-to-date with the latest COVID information, science, and effective practices.

## 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

Much of the student input was done through examining formal and informal assessment of their learning and progress. Students in grades 4-12 also participated in a survey. At the high school level, building and district administration met with groups of students to have general discussions about the impact of COVID-19 and the needs of the students. Students also participated in community forum discussion meetings. Information from students IPSs were examined to identify possible offerings of high interest to them. This was done because of the low percentage of students reporting that their classes were interesting (37%) or if they fit their future career (67%). This information had a direct impact on the ESSER III plan as is evident in the addition of STEM courses at the middle and high school levels.

Our plan has the following connected supports which benefit all populations of our students:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

## **Families**

All families were invited to participate in a survey. The analysis of this information showed that parents' main concerns related to the impact COVID-19 has had on our system is loss of learning to maintain adequate growth and the loss of opportunities for enrichment and advancement in the curriculum (54%). Parents are also very concerned about maintaining high-quality instruction and teacher retention. In addition to the survey, several parents attended community meetings. The district conducted three evening community meetings for input into the plan. The attendance ranged from a low of 46 to a high of 51 participants. Students, parents, staff, administration, and community members were all represented in the groups. Due to our small size and our ability to have face-to-face school throughout the 2020-21 and 2021-22 school years, more learning loss and student loss of opportunities became the primary topics of discussion. Mitigation of COVID-19 was discussed, but the group felt that the school district had been implementing successful practices. Input from the groups led the plan in the direction of concentrating first on learning loss through the process of equipping teachers through high-quality professional development and evidence-based curriculums and interventions. The second area that emerged was that we needed to increase the opportunities and offerings for all students to have enrichment, especially in the area of technology. The final consensus area was around how we can increase postsecondary success for students. The strategies discussed included increasing the number of dual credit courses offered, increasing workplace experiences that may have been missed due to COVID-19, and to employ staff to develop and implement plans to increase the likelihood of success after graduation. Evidence of the impact from this input is evident throughout the proposed ESSER III expenditures. Specifically the ongoing MTSS work with TASN, additional evidence-based interventions, and the addition of STEM courses at the 7-12th grade level demonstrate that their voices were heard.

The influence of this input is evident throughout the ESSER III plan. A few of those areas are:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities

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

We are a small district with only six general education administrators and one special education administrator. We meet weekly as a leadership team and are each heavily involved in all district leadership, plans, and decisions. All administrators in our district, including special education administration, were involved in developing all of the ESSER plans. All administrators were involved in weekly conversations about COVID-19 and ESSER funds. They were also a part of the community discussion meetings, school board meetings, and site council conversations. A great amount of time was spent examining the data.

Data examined included:

Chronic absenteeism- Doubled from 10.8% in 18-19 to 22.61% in 20-21

General absenteeism - Increased by 3.5%

Quarantine data - (Not easily summarized)

Graduation rates- Increased by 3% to 92.4%

Office discipline referrals - increased by 6% at CHS / maintained K-8

State assessments data - Levels 1&2 increased by 7% in Math, 5% in ELA, & 11% in Science

Screening data in math, reading, and social emotional areas- 2-6% increase in highly at risk scores from fall to spring in the 2020-21 school year.

Survey data from parents, students, and staff - Results shared throughout these narratives.

Multiple sources of qualitative data.

Much of this data shows that COVID-19 had an impact on learning for our students. In addition to academic learning, it is also evident that the social emotional needs of our students and staff has increased.

The influence of this input is evident throughout the ESSER III plan. A few of those areas are:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities

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

Principals are included in the "all administrator" section above. A survey was sent to all staff and the results were examined. Being a small school has allowed us to have building-wide conversations with staff. Our PLC structure has been utilized throughout the process to gain input from each level. The district leadership team (DLT) met four times throughout the year to share input from each building, examine district level data, identify needs, and set priorities. Members of the DLT are all on building leadership teams (BLT). The BLTs each met twice each month to share input from each professional learning community PLC. The BLT also examines building level data, identifies needs, and sets priorities at the building level. All certified staff are involved in a PLC. Each PLC meets weekly and shares input from the classroom level, examines grade level or department data, and sets priorities at the classroom level. COVID-19 and the use of ESSER funds were frequent agenda items at all of these levels. This systematic feedback loop was utilized to gain input and direction from all leaders and certified staff members. District leadership communicated frequently with the teachers' union leadership throughout the planning process. The teacher negotiating team also met with the superintendent and school board representatives three times throughout the planning process. School staff are concerned about many things. The issues that rose to the top during each conversations were:

Lack of engagement by students / social emotional needs & behavior

Lack of resources such as

Intervention curriculum

High quality core curriculum

Time!

Substitutes for all positions

High-quality / personalized professional development

Mentoring / coaching (especially for new staff)

Teacher burnout-Emotional needs

Staff Retention at all levels

Student learning loss / need for differentiation and tiered supports

Lack of adequate programs or classes (59% reported)

Lack of opportunities for students to be involved (47% reported)

The influence of this input is evident throughout the ESSER III plan. A few of those areas are:

Purchasing evidence-based materials

High-quality professional development aligned to the materials and paying staff once the practices are implemented.

Paying for substitutes for professional development

Adding instructional coaches and mentors at the classroom and building levels.

Retention pay

An additional teacher to reduce class size and increase differentiation opportunities

Increased counseling service

Summer school

The district has plans to address several other areas of concern through regular budgets. These include:

Continuing to strengthen the PLCs and teacher teams

Increasing social emotional supports for students including an MTSS structure

Staff recognitions and celebrations / T.O.Y., "joy committee", etc.

## **Tribes**

Census data from "Censusreporter.org" shows that Clearwater has 0% Native American population. We have 1.5% of our student population who identify as some Native American. None have been identified as a member of a tribe. USD#264 has no tribes within 50 miles. Our administration reached out to a representative from each of the federally recognized tribes in Kansas at the contact information below.

Iowa Tribe of Kansas and Nebraska comments@iowas.org

Kickapoo Tribe, 824 111th Drive, Horton KS 66439

Prairie Band Potawatomi Nation, 16281 Q Road, Mayetta, KS 66509

Kevin Burnison - Executive Director- kevin.burnison@sacandfoxks.com Sac & Fox Nation of Missouri in Kansas and Nebraska  
-The following message with a survey was sent to each of the representatives above:

USD#264 Clearwater Kansas School District is seeking input from multiple organizations representing students in our community. This input will be utilized to develop and monitor a plan for the use of Elementary and Secondary Schools Emergency Relief (ESSER) funds. Your input would be greatly appreciated. If you have a moment please complete the survey at the link below. You may also email me directly at ccooper@usd264.org

Chris Cooper  
Superintendent  
USD#264

<https://forms.gle/J1oSNbYTbjkLMckz6>

While we did not hear back from anyone, our plan has the following connected supports which benefit all populations of our students:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

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

Clearwater, KS Census data:

Above 99% English speaking homes. - number too small to report

9% below poverty level

93% white - 4% two or more races - 2% Hispanic - 1% Black

Mobility Rate 9.5% - Only 2% from out of the county

96% - High school diploma - 69% some college - 30% Bachelor's or higher degree.

75% own homes

Our data:

1 ELL student

27% Free or Reduced Lunches

1.5% American Indian

2.7% Hispanic

3.6% Two or More Races

1.7% Black

External input was requested from the following organizations or groups:

Kansas Human Rights Division

Kansas Action for Children

Disability Rights Center of Kansas

National Alliance on Mental Illness - Wichita

-The following message with a survey was sent to each of the representatives above:

USD#264 Clearwater Kansas School District is seeking input from multiple organizations representing students in our community. This input will be utilized to develop and monitor a plan for the use of Elementary and Secondary Schools Emergency Relief (ESSER) funds. Your input would be greatly appreciated. If you have a moment please complete the survey at the link below. You may also email me directly at [cooper@usd264.org](mailto:cooper@usd264.org)

Chris Cooper

Superintendent

USD#264

<https://forms.gle/J1oSNbYTbjkLMckz6>

Survey feedback confirmed that the priorities for our spending plan should include access to all and additional staff to provide academic, behavioral, and social emotional supports for students.

Parents: Administration met with parents of students of color and other minority populations. Overwhelmingly, the parents representing these groups of students were very complimentary of the efforts the district has made for equity. Being able to have school on site each day from the beginning of the 2020-21 through the 2021-22 school year was reported as the most effective and important thing the school could do. Some of the parents did feel that there was a need for additional social emotional support, appreciated the increased counselor position, and the district's work on connecting students to college and careers.

Our plan has the following connected supports which benefit all populations of our students:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.



## **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**

Clearwater USD#264 is not a very diverse community. Below is some data from the US Census and our local data.

Census data:

Above 99% English speaking homes. - number too small to report

9% below poverty level

Median Household income \$73,073

93% white - 4% two or more races - 2% Hispanic - 1% Black

Mobility Rate 9.5% - Only 2% from out of the county

96% - High school diploma - 69% some college - 30% Bachelor's or higher degree.

75% own homes

USD#264 Data:

0 Migratory Students

0 Incarcerated Students

0.003% Students Experiencing Homelessness

1 ELL Student

.008% Foster Care Students

27% Free or Reduced Lunches

1.5% American Indian

2.7% Hispanic

3.6% Two or More Races

1.7% Black

16% Identified as having a disability under IDEA

Internally, the ESOL teacher, homeless liaison, social worker, school psychologist, and special education coaches and administrators all discussed needs and opportunities that might be available to any underserved students through the use of ESSER funds.

External input was requested from the following organizations:

Saint Francis Ministries

Youth on Their Own

Families Together, Inc. / Wichita

Disability Rights Center of Kansas

-The following message with a survey was sent to each of the representatives above:

USD#264 Clearwater Kansas School District is seeking input from multiple organizations representing students in our community. This input will be utilized to develop and monitor a plan for the use of Elementary and Secondary Schools Emergency Relief (ESSER) funds. Your input would be greatly appreciated. If you have a moment please complete the survey at the link below. You may also email me directly at [ccooper@usd264.org](mailto:ccooper@usd264.org)

Chris Cooper

Superintendent

USD#264

<https://forms.gle/J1oSNbYTbjkLMckz6>

Parents: Administration met with parents of students with disabilities. Overwhelmingly, the parents representing these groups of students were very complimentary of the efforts the district has made for equity. Being able to have school on site each day from the beginning of the 2020-21 through the 2021-22 school year was reported as the most effective and important thing the school could do. Some of the parents did feel that there was a need for additional social emotional support, appreciated the increased counselor position, and the district's work on connecting students to college and careers. A few parents also expressed a need for summer school in addition to the extended school year through the IEP process. They also requested that transportation be provided for summer school.

Our plan has the following connected supports which benefit all populations of our students:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

Transportation for Summer School.

Other non-ESSER funded changes to address the specific needs of of this population:

Screening of foster children within the first three days of attendance.

Participate in Homelessness training

Changes in SIT processes

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

The district conducted three evening community meetings for input into the plan. The attendance ranged from a low of 46 to a high of 51 participants. Students, parents, staff, administration, and community members were all represented in the groups. Due to our small size and our ability to have face-to-face school throughout the 2020-21 and 2021-22 school years, more learning loss and student loss of opportunities became the primary topics of discussion. Mitigation of COVID-19 was discussed, but the group felt that the school district had been implementing successful practices. Input from the groups led the plan in the direction of concentrating first on learning loss through the process of equipping teachers through high-quality professional development and evidence-based curriculums and interventions. The second area that emerged was that we needed to increase the opportunities and offerings for all students to have enrichment, especially in the area of technology. The final consensus area was around how we can increase postsecondary success for students. The strategies discussed included increasing the number of dual credit courses offered, increasing workplace experiences that may have been missed due to COVID-19, and to employ staff to develop and implement plans to increase the likelihood of success after graduation. Evidence of the impact from this input is evident throughout the proposed ESSER III expenditures.

Our plan has the following connected supports which benefit all populations of our students:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

### **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.**

Although we were able to successfully have in-person learning each day throughout the 2020-21 and the 2021-22 school years, COVID-19 still had major impacts on the district. In addition to the complete shutdown of school in the spring of 2020, the main impacts of COVID-19 have been because of missed days by staff and students because of quarantines and isolation requirements. Students were also negatively impacted by the manner in which we had to have onsite school. Mask mandates, social distancing, reducing group activities, and canceling "normal" events all had a negative impact on the academic and social emotional progress of our students. These issues have impacted student learning, behavior, and emotional well being in negative ways. They have also impacted staff morale, retention, and recruitment.

The Chronic absenteeism rates of our district more than doubled from 2018-19 school year from 10.85% to 22.61% in the 2020-21 school year. Staff substitute days increased by 36% during the same time period. State assessment results reveal some of the impact of these missed opportunities. From the 2018 to 2021 state assessments the number of students scoring in levels 1 or 2 increased by 7% in math, 5% in ELA, and 11% in science. From 2019 to 2021 the district ACT composite score dropped 1.2 points. Fastbridge screening data for the district shows a slide during the 2020-21 school year that is also likely due to the manner in which we had to have school (wearing masks, social distancing, and reducing group activities).

Students scoring in Tier 3 as high needs increased from fall to spring by 2% in math, and 6% in reading. While these percentages are low, the interventions that were in place would typically reduce the number of students in Tier 3. Student's social emotional needs were quantitatively measured for the first time in the 2021-22 school year with the SAEBRS screener. Some grade levels showed that up to 25% have social emotional risk factors. While this is a relatively low number, the staff and community recognize that this is an increase from before COVID-19.

When examining the disaggregated data, the only sub-population that has been disproportionately impacted is the students who qualify for free lunches. On both basic skills screeners and the state assessments, students on free lunches have a lower rate of scoring proficient. The overall trend data shows that 15 to 20% more of the free lunch population are unsuccessful than the non-free lunch 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)**

Utilizing student performance data and input collected from our stakeholder engagement process, we have identified the following evidence based practices to implement that utilize much over the minimum 20% set aside of our ESSER III funds:

- Extended learning time
- STEM Enrichment Activities
- Structured Literacy
- Instructional Coaches
- High Quality Staff Development
- Foundational Reading Skills through implementation of the KS MTSS and Alignment model
- Screening and progress monitoring assessments through implementation of the KS MTSS and Alignment model
- Class Size Reduction
- Increase School Leadership Through Mentoring.
- The following chart explains each of these strategies and contains links to current research to support the evidence of the - fundamental components of the strategies.

After following the instructions provided in the ESSER III toolkit, we are not able to upload the table with the cited research. Here is a link to the USD#264 ESSER III Application / Evidence of Impact Research document:

<https://docs.google.com/document/d/1-m4LwQBT-9p8fNM-XlpHgg06j3KtucbbEhw5mh9jaeA/edit?usp=sharing>

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

The vast majority of the ARP ESSER funds will be spent to address learning loss with evidence-based instruction and interventions. The remaining funds will be used for:

COVID-19 Preparedness: There may be ongoing costs associated with the mitigation and fallout from COVID-19. Some of these expenses may include extra cleaning supplies, substitutes for multiple positions, ESSER compliance and reporting indirect costs, and technology to facilitate learning for students who may be absent for long periods of time.

Additional counseling and guidance services: We plan to add a 0.4 FTE counselor at our high school and to provide additional compensation for extra time spent for staff working on coordinating efforts for post-secondary success.

Retain Staff: Through premium pay and retention pay we plan to compensate staff for the extra work load due directly and indirectly to COVID-19.

While we are submitting a plan for the next two years, we hope to have the flexibility to adapt our plan to best meet the needs of our students with these 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.**

Much of our plan includes the continuous monitoring of student data at the student level, PLC level, building level, and district level. We have already put a continuous feedback loop in place for each of these levels to be able to communicate and influence instruction at all levels. The PLC level will meet each week, the building leadership teams meet bi-monthly, and the district leadership team will meet three times each year. These meetings are already scheduled and most already have agenda items to specifically address the needs of each student. Some of the data we will examine includes:

Graduation rates

Post-secondary success rates

State assessment data

ACT Data

Attendance Data - Rate and Chronically Absent (alerts set daily)

Office Discipline Referrals

Counselor Visits

FastBridge Screening data for Math, Reading, and Social Emotional Risks (3xs per year)

Impact cycle data - every 3 to 6 weeks

Formative assessment data

Curriculum-based measures

As much as feasible, the measures above will be disaggregated and analyzed to ensure that each subgroup is progressing and to make adjustments regularly.

A portion of the ESSERIII funding is set aside for the indirect costs of a compliance officer. The role of this position is to monitor the use of ESSER funds to ensure compliance with ARP and to monitor implementation and student progress.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$963,799	\$0	\$963,799	ESSER III Allocations	\$192,760
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$963,799	\$0	\$963,799	Amount Still Needed	\$192,760
In Review Total	\$963,799	\$0	\$963,799	In Review Total	\$697,971
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
264-3-0001	Direct	True	1000	110	12	\$86,200	Task Force Review
264-3-0002	Direct	True	1000	220	12	\$6,594	Task Force Review
264-3-0003	Direct	True	1000	290	12	\$86	Task Force Review
264-3-0004	Direct	True	1000	100	12	\$270,318	Task Force Review
264-3-0005	Direct	True	1000	213	12	\$33,600	Task Force Review
264-3-0006	Direct	True	1000	220	12	\$25,136	Task Force Review
264-3-0007	Direct	True	1000	290	12	\$345	Task Force Review
264-3-0008	Direct	False	2120	111	10	\$45,880	Task Force Review
264-3-0009	Direct	False	2120	220	10	\$3,510	Task Force Review
264-3-0010	Direct	False	2120	290	10	\$46	Task Force Review
264-3-0011	Direct	False	2200	111	12	\$42,200	Task Force Review
264-3-0012	Direct	False	2200	220	12	\$3,228	Task Force Review
264-3-0013	Direct	False	2200	290	12	\$5,575	Task Force Review
264-3-0014	Direct	True	1000	100	12	\$51,000	Task Force Review
264-3-0015	Direct	True	1000	220	12	\$3,901	Task Force Review
264-3-0016	Direct	True	1000	290	12	\$52	Task Force Review
264-3-0017	Direct	False	1000	110	12	\$10,000	Task Force Review
264-3-0018	Direct	False	1000	220	12	\$766	Task Force Review
264-3-0019	Direct	False	1000	290	12	\$10	Task Force Review
264-3-0020	Direct	False	2200	500	12	\$14,400	Task Force Review
264-3-0021	Direct	True	2200	500	12	\$27,000	Task Force Review
264-3-0022	Direct	True	1000	110	12	\$31,740	Task Force Review
264-3-0023	Direct	True	1000	220	12	\$3,746	Task Force Review
264-3-0024	Direct	True	1000	290	12	\$49	Task Force Review
264-3-0025	Direct	True	1000	120	12	\$16,793	Task Force Review
264-3-0026	Direct	True	1000	110	12	\$8,450	Task Force Review
264-3-0027	Direct	False	1000	100	8	\$80,100	Task Force Review
264-3-0028	Direct	False	1000	220	8	\$6,128	Task Force Review
264-3-0029	Direct	False	1000	290	8	\$442	Task Force Review
264-3-0030	Direct	False	2000	100	8	\$9,747	Task Force Review

264-3-0031	Direct	False	2200	220	16	\$746	Task Force Review
264-3-0032	Direct	False	2200	290	16	\$9	Task Force Review
264-3-0033	Direct	False	2000	100	16	\$12,000	Task Force Review
264-3-0034	Direct	False	2000	220	16	\$918	Task Force Review
264-3-0035	Direct	False	2000	290	16	\$12	Task Force Review
264-3-0036	Direct	True	1000	650	12	\$9,840	Task Force Review
264-3-0037	Direct	True	1000	650	12	\$35,748	Task Force Review
264-3-0038	Direct	True	1000	650	12	\$29,500	Task Force Review
264-3-0039	Direct	False	1000	700	9	\$30,111	Task Force Review
264-3-0040	Direct	True	1000	610	12	\$16,000	Task Force Review
264-3-0041	Direct	True	1000	610	12	\$41,873	Task Force Review

## Line Item Details

Line Item ID: 264-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Salary - Certified Teacher

**Account Number**

90-1000-100-210-000

**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**

Adding a teacher to a grade level to increase social distancing and improve student learning. This would be for the 2021-22 2nd grade class that is currently in three sections. We would add a fourth section for their 3rd and 4th grade years to get class sizes under 24 students. This will help us to individualize instruction to address learning loss due to COVID-19 disruptions. This will create an environment for students in underserved groups such as minority students, low SES students, and students with a disability can receive more individualized attention. Evidence suggests that class size, especially at the lower levels is "still the major aspect affecting teaching". The following link provides research to support this effort to counteract learning loss.

<https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/122>

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$42,200
<b>Budgeted Expenditures in SFY 2024</b>	\$44,000
<b>Total Expenditures</b>	\$86,200

**Status**

Task Force Review

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will 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). Also, this appears to be marked for insurance. Does this include salary as well?

Line Item ID: 264-3-0002

**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**

FICA/FCIM

**Account Number**

90-1000-220-300-000

**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 expenses for the additional teacher to reduce class size. FICA / FCIM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,228**Budgeted Expenditures in SFY 2024** \$3,366**Total Expenditures** \$6,594**Status**

Task Force Review

Line Item ID: 264-3-0003

**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**

Employee Benefits - Other

**Account Number**

90-1000-290-225-000

**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**

Payroll expenses for the additional teacher to reduce class size.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$42**Budgeted Expenditures in SFY 2024** \$44**Total Expenditures** \$86**Status**

Task Force Review

Line Item ID: 264-3-0004



**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**

Salary - Certified Teacher

**Account Number**

90-1000-100-210-000

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

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

These funds will be used to maintain an MTSS intervention specialist / instructional coach at each of the buildings (3). These positions were started with ESSER II funds and will require ESSER III funds to continue. These positions support the staff in the implementation of data based decisions and the utilization of evidence based interventions for all students to mitigate the effects of learning loss due to COVID-19. By screening and diagnosing the needs of each individual student, underserved students such as minority students, low SES students, foster students, homeless students, and students with a disability can receive personalized, evidence based, fluid interventions that are based on their specific needs. 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 3 instructional coaches (1 secondary, 1 4th through 8th grade 1 elementary) to support teacher professional learning specifically targeted to addressing learning loss. Below are links to a research base to support this claim: <https://eric.ed.gov/?id=EJ1129885> <https://ies.ed.gov/ncee/pdf/20084031.pdf> <https://www.instructionalcoaching.com/research/> The salaries of the three coaches are approximately \$50,550, \$53,900, and \$58,250 plus benefits annually. As stated above, these positions were started with ESSER III funds and will require approximately \$90,698 in SFY 2023, and \$179,620 in SFY 2024 to maintain. FYI: This is literally the example used in the ESSER III toolkit. We were doing it before the toolkit came out.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$90,698
<b>Budgeted Expenditures in SFY 2024</b>	\$179,620
<b>Total Expenditures</b>	\$270,318

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, " We plan to employ 3 instructional coaches (1 secondary, 1 4th through 8th grade 1 elementary) to support teacher professional learning specifically targeted to addressing learning loss."

Line Item ID: 264-3-0005

**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 Pd Health Benefit

**Account Number**

90-1000-213-220-000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

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

Health Benefits for the MTSS Intervention Specialists

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,800**Budgeted Expenditures in SFY 2024** \$16,800**Total Expenditures** \$33,600**Status**

Task Force Review

Line Item ID: 264-3-0006

**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**

FICA/FCIM

**Account Number**

90-1000-220-225-000

**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 expenses for the MTSS Specialists positions / FICA / FCIM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,992**Budgeted Expenditures in SFY 2024** \$13,144**Total Expenditures** \$25,136**Status**

Task Force Review

Line Item ID: 264-3-0007

**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**

Employee Benefits - Other

**Account Number**

90-1000-290-225-000

**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 Payroll expenses for the MTSS Specialits positions

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$165**Budgeted Expenditures in SFY 2024** \$180**Total Expenditures** \$345**Status**

Task Force Review

Line Item ID: 264-3-0008

**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**

Salary- Certified - Counselor

**Account Number**

90-2120-111-285-000

**Function Code**

2120 - Guidance 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**

Provide and additional 0.4 time certified counselor to address the increase in social emotional, mental, behavioral, and substance abuse issues.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22,380**Budgeted Expenditures in SFY 2024** \$23,500**Total Expenditures** \$45,880**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Student's social emotional needs were quantitatively measured for the first time in the 2021-22 school year with the SAEBRS screener. Some grade levels showed that up to 25% have social emotional risk factors. While this is a relatively low number, the staff and community recognize that this is an increase from before COVID-19."

Line Item ID: 264-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FICA/FCIM

**Account Number**

90-2120-220-300-000

**Function Code**

2120 - Guidance 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**

Payroll expenses for the additional 0.4 counselor / FICA / FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,712**Budgeted Expenditures in SFY 2024** \$1,798**Total Expenditures** \$3,510**Status**

Task Force Review

Line Item ID: 264-3-0010

**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**

Employee Benefits - Other

**Account Number**

90-2120-290-305-000

**Function Code**

2120 - Guidance Services

**Object Code**

290 - Other Employee Benefits

**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**

Other Payroll expenses for the 0.4 additional counselor

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22**Budgeted Expenditures in SFY 2024** \$24**Total Expenditures** \$46**Status**

Task Force Review

Line Item ID: 264-3-0011

**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**

Salary - Certified Support

**Account Number**

90-2200-111-335-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

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

Add a position of expert mentor / instructional coach to work with first and second year teachers and administrators. Because of the disruption to school during the COVID pandemic, many preservice and new teachers missed many critical elements of learning to teach, including in some cases, the opportunity to student teach with in-person learning. This mentor will work across the district to improve the abilities of all new to the profession 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>	\$42,200
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$42,200</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will 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: 264-3-0012

**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**

FICA/FCIM

**Account Number**

90-2200-220-225-000

**Function Code**

2200 - Support Services (Instructional Staff)

**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 expenses for the expert district wide mentor FICA/FCIM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,228**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,228**Status**

Task Force Review

Line Item ID: 264-3-0013

**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**

Employee Benefits - Other

**Account Number**

90-2200-290-225-000

**Function Code**

2200 - Support Services (Instructional Staff)

**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 Payroll expenses for the expert district wide mentor

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,575**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,575**Status**

Task Force Review

Line Item ID: 264-3-0014

**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**

Salary - Certified Teacher

**Account Number**

90-1000-100-210-000

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

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

Provide stipends for teachers who complete an approved evidence based training and implement the strategies in their classrooms (LETRS - \$1,500, KS College and Career Framework -\$500 / competency, etc..) Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our reading & math screener data, state ELA assessment results, number of failing classes, and teacher reports of work completion while absent due to COVID-19 protocols.. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. Staff has also reported and increased level of student apathy, lack of self-efficacy, and lack of self-regulation skills. While any student who did not make adequate progress toward gaining credit for graduation due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. LETRS training will prepare teachers to utilize the science of reading and be in compliance with the state dyslexia requirements. There is strong evidence provided in the research portion of the narratives in this application. The CCCFramework professional development series can help staff not only teach students college and career competencies, but also help them to practice them in a safe environment and be provided with specific feedback. The CCCF is designed to specifically help students self-regulate, self-reflect, see setbacks as opportunities to learn, to build their self-efficacy. Both of these professional development efforts has strong evidence to benefit students who have been disproportionately impacted by COVID-19 including student in poverty. By providing stipends with ESSERII funds it has become evident that staff are more engaged. Staff is required to show evidence of implementation in their classrooms prior to receiving the stipend. This expenditure was approved for ESSERII and we feel strongly that it should continue. We anticipate that 10 - 12 teachers will receive stipends for LETRS each year and that 10 to 12 teachers will receive one or more CCCFramework stipends per year.

<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>	\$22,500
<b>Total Expenditures</b>	\$51,000

**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**

FICA/FCIM

**Account Number**

90-1000-220-225-000

**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 expenses for extra stipends. FICA / FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,180**Budgeted Expenditures in SFY 2024** \$1,721**Total Expenditures** \$3,901**Status**

Task Force Review

Line Item ID: 264-3-0016

**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**

Employee Benefits - Other

**Account Number**

90-1000-290-225-000

**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 Payroll expenses for extra stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$29**Budgeted Expenditures in SFY 2024** \$23**Total Expenditures** \$52**Status**

Task Force Review

Line Item ID: 264-3-0017



**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**

Salary-Certified Substitutes

**Account Number**

90-1000-110-210-000

**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**

Provide substitute teachers to allow for planning, structuring, and implementing the KS MTSS Framework and for other individualized professional development for approved USD#264 ESSER plan interventions and strategies.

<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 Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will 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). Please provide an approximate number of substitute teachers.

Line Item ID: 264-3-0018

**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**

FICA/FCIM

**Account Number**

90-1000-220-225-000

**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 expenses for additional subs FICA / FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$383**Budgeted Expenditures in SFY 2024** \$383**Total Expenditures** \$766**Status**

Task Force Review

Line Item ID: 264-3-0019

**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**

Employee Benefits-other

**Account Number**

90-1000-290-225-000

**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**

Payroll expenses for additional subs other

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$5**Total Expenditures** \$10**Status**

Task Force Review

Line Item ID: 264-3-0020

**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**

Purchased Services - Prof Dev

**Account Number**

90-2200-500-365-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED 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**

Funds will be utilized to provide staff training and onsite instructional coaching for implementation of evidence based practices and curriculum in the classroom and school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$7,200
--	---------

<b>Total Expenditures</b>	<u>\$14,400</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will 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).

Please provide a breakdown of this expense (i.e. cost of facilitator, staff fees etc...)

Per narrative, "We are implementing multiple facets of high-quality professional development paired with instructional coaching around the new skills. Staff is being compensated for their extra time to learn and implement evidence-based strategies."

Line Item ID: 264-3-0021

**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**

Purchased Services - Prof Dev

**Account Number**

90-2200-500-365-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED 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**

Funds will be used to fully train staff on the use of Eureka squared evidence based math curriculum. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our math screener data, state math assessment results, and teacher reports of work completion while absent due to COVID-19 protocols.. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. By having teachers adequately trained to provide high quality instruction with this evidence based math curriculum, they will be able to address the specific needs of students suffering from poverty or other students who may have been disproportionately impacted by COVID-19. The requested amount is only for trainer fees.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will 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).

Please provide a breakdown of this expense (i.e. cost of facilitator, staff fees etc...)

Line Item ID: 264-3-0022

**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**

Salary - Certified Summer School

**Account Number**

90-1000-110-210-001

**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**

Funds will be used to pay certified staff for PrK-8 summer school to address students' academic and social emotional needs. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our reading screener data, state ELA assessment results, and teacher reports of work completion while absent due to COVID-19 protocols.. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. Students are placed in evidence based intervention groups during summer school and their progress is monitored weekly. This specific structure has strong evidence to benefit students who have been disproportionately impacted by COVID-19 including student in poverty.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$15,740
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
--	----------

<b>Total Expenditures</b>	\$31,740
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will 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).

Per narrative, "We plan to implement at-risk K-8th grade summer school for four weeks each summer. The anticipated number of participants is 150. Summer school programs will focus on Foundational reading and math skills for PreK-3rd grade students and enrichment STEM activities for 4th through 8th grade."

Line Item ID: 264-3-0023

**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**

FICA/FCIM

**Account Number**

90-1000-220-225-001

**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 expenses for Summer School Staff FICA / FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,846**Budgeted Expenditures in SFY 2024** \$1,900**Total Expenditures** \$3,746**Status**

Task Force Review

Line Item ID: 264-3-0024

**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**

Employee Benefits - Other

**Account Number**

90-1000-290-230-001

**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**

Payroll expenses for Summer School Staff Other

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24**Budgeted Expenditures in SFY 2024** \$25**Total Expenditures** \$49**Status**

Task Force Review

Line Item ID: 264-3-0025

**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**

Salary - Classified - Summer School

**Account Number**

90-1000-120-215-001

**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**

Funds will be used to pay classified staff for PrK-8 summer school to address students' academic and social emotional needs. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our reading screener data, state ELA assessment results, and teacher reports of work completion while absent due to COVID-19 protocols.. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. Students are placed in evidence based intervention groups during summer school and their progress is monitored weekly. This specific structure has strong evidence to benefit students who have been disproportionately impacted by COVID-19 including student in poverty.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,393**Budgeted Expenditures in SFY 2024** \$8,400**Total Expenditures** \$16,793**Status**

Task Force Review

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will 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).

Per narrative, "We plan to implement at-risk K-8th grade summer school for four weeks each summer. The anticipated number of participants is 150. Summer school programs will focus on Foundational reading and math skills for PreK-3rd grade students and enrichment STEM activities for 4th through 8th grade."

Line Item ID: 264-3-0026

**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**

Salary - Certified Summer School

**Account Number**

90-1000-110-210-001

**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**

Funds will be used to have Summertime onsite 9-12 Credit Recovery to keep all students on track to graduate high school. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our reading & math screener data, state ELA assessment results, number of failing classes and teacher reports of work completion while absent due to COVID-19 protocols. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. This led to more students not being on track to graduate because of lost credits. While any student who did not make adequate progress toward gaining credit for graduation due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. Students are placed in individual credit recovery classes during summer school and their progress is monitored weekly. This specific structure has strong evidence to benefit students who have been disproportionately impacted by COVID-19 including student in poverty.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,150
<b>Budgeted Expenditures in SFY 2024</b>	\$4,300
<b>Total Expenditures</b>	<u>\$8,450</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will 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: 264-3-0027



**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**

Salary - Certified Teacher

**Account Number**

90-1000-100-210-2-000

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**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**

Funds will be used as premium pay / retention pay to certified staff for meeting the extra responsibilities and added workload that required additional time outside of the regular duty day that was directly related to COVID-19 disruptions. This time was required due to frequent and unexpected changes due to COVID-19 quarantines and isolation requirements for students and staff. This often led to learning disruptions and staffing shortages. Each certified staff member and their supervisors have signed a personal document listing the extra duties that were performed directly due to COVID-19. Each full-time certified staff member will receive \$1,000. Part-time certified staff will receive a pro-rated amount.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$80,100
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$80,100

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Retain Staff: Through premium pay and retention pay we plan to compensate staff for the extra work load due directly and indirectly to COVID-19."

Line Item ID: 264-3-0028

**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**

FICA/FCIM

**Account Number**

90-1000-220-300-000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**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**

Payroll expenses for premium / retention pay 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>	\$6,128
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,128</u>

**Status**

Task Force Review

Line Item ID: 264-3-0029

**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**

Employee Benefits - Other

**Account Number**

90-1000-290-225-000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**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**

Payroll expenses for premium / retention pay other

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$442
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$442</u>

**Status**

Task Force Review

Line Item ID: 264-3-0030

**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**

Salary - Certifeid - Other

**Account Number**

90-2000-100-210-000

**Function Code**

2000 - Support Services

**Object Code**

100 - Personal Services - Salaries

**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**

Funds will be used as premium pay / retention pay to other certified staff for meeting the extra responsibilities and added workload that required additional time outside of the regular duty day that was directly related to COVID-19 disruptions. This time was required due to frequent and unexpected changes due to COVID-19 quarantines and isolation requirements for students and staff. This often led to learning disruptions and staffing shortages. Each certified staff member and their supervisor have signed a personal document listing the extra duties that were performed directly due to COVID-19. Each full-time certified staff member will receive \$1,000. Part-time certified staff will receive a pro-rated amount.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,747
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,747</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Retain Staff: Through premium pay and retention pay we plan to compensate staff for the extra work load due directly and indirectly to COVID-19."

Line Item ID: 264-3-0031

**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**

FICA/FCIM

**Account Number**

90-2200-220-300-000

**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**

Payroll expenses for premium / retention pay FICA / FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$746**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$746**Status**

Task Force Review

Line Item ID: 264-3-0032

**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**

Employee Benefits - Other

**Account Number**

90-2200-290-225-000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Payroll expenses for premium / retention pay other

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9**Status**

Task Force Review

Line Item ID: 264-3-0033

**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**

Salary - Central Services

**Account Number**

90-2500-120-685-000

**Function Code**

2000 - Support Services

**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**

Funds will be used for salary to fund indirect costs required for ESSER compliance.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$6,000**Total Expenditures** \$12,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "A portion of the ESSERIII funding is set aside for the indirect costs of a compliance officer. The role of this position is to monitor the use of ESSER funds to ensure compliance with ARP and to monitor implementation and student progress."

Line Item ID: 264-3-0034

**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**

FICA/FCIM

**Account Number**

90-2500-300-000

**Function Code**

2000 - Support 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**

Payroll expenses for indirect costs FICA / FCIM

**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**

Task Force Review

Line Item ID: 264-3-0035

**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**

Employee Benefits - Other

**Account Number**

90-2500-225-000

**Function Code**

2000 - Support Services

**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**

Payroll expenses for indirect costs other

**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**

Task Force Review

Line Item ID: 264-3-0036

**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**

Computer Supplies - Other

**Account Number**

90-1000-650-267-800

**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**

Purchase digital writing intervention curriculum to reduce learning loss due to COVID-19. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our reading screener data, state ELA assessment results, and teacher reports of work completion while absent due to COVID-19 protocols.. Staff also noted that students' writing had seem to suffer greatly. The amount and quality of writing students were producing had decreased. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. These funds would be used to purchase "writable" a teacher guided practice and assessment platform where feedback to students can improve their reading comprehension, writing outcomes, and helps the teacher make instructional decisions for their core instruction with all students. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. This specific intervention has strong evidence to benefit students who have been disproportionately impacted by COVID-19 including students in poverty.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,920
<b>Budgeted Expenditures in SFY 2024</b>	\$4,920
<b>Total Expenditures</b>	<u>\$9,840</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**

Computer Supplies - Other

**Account Number**

90-1000-650-267-800

**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**

Funds will be used to purchase an adaptive mathematics assessment to identify areas where learning loss has occurred. Special attention will be given to all students from disadvantaged populations. This assessment will help teachers develop interventions to address learning loss. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our math screener data, math state assessment results, and teacher reports of work completion while absent due to COVID-19 protocols. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. The Eureka Math Equip assessment is an adaptive diagnostic tool designed to identify learning gaps and how to address them through instruction and fluency practice. It is also designed to ensure that students have the essential foundational knowledge they need to engage with grade-level content as they return to school. This will help students close their learning gaps while continuing to be involved in the grade level instruction and not fall further behind. While any student who demonstrates learning loss in math due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address students who may have been disproportionately affected including students in poverty.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,748
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,748</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

7/6 Please clarify assessment to be purchased as well as the relation of necessity due to Covid-19

Line Item ID: 264-3-0038

**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**

Computer Supplies - Other

**Account Number**

90-1000-650-267-800

**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**

Funds will be utilized to purchase STEM technology for the classrooms. This will be used in coding, robotics, and technology enrichment classes. Our post-COVID-19 data analysis revealed that while most of our subgroups showed a similar lack of STEM opportunities as the general population, our students in poverty suffered the most. This was evident in our student survey, post-secondary data, state assessment results, and teacher reports of work completion while absent due to COVID-19 protocols. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. We believe that these students did not and may not sign up for advanced STEM courses due to a lack of self-efficacy in this area. These enriching activities can provide students with the positive experience to pursue more advanced STEM opportunities. This expenditure is designed to address this by adding relevant hands-on opportunities that our students indicated as an area of high interest for future careers. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population 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>	\$29,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will 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).

Also, please clarify the relationship of this purchase to Covid-19.

Per narrative, "We plan to add PLTW courses throughout the district beginning with a Bio-medical course and an engineering course at the high school level. We also plan to add robotics and coding courses at the middle school levels."

Line Item ID: 264-3-0039

**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**

Equipment - Technology

**Account Number**

90-1000-700-275-800

**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**

Funds will be used to purchase and implement digital signage systems throughout the district. These resources are a part of preparedness and response planning for possible future disruptions to operations due to COVID-19. This signage will improve our ability to prevent, prepare for, and respond to coronavirus through touchless communications. This signage will be used to communicate:

- Current COVID safety protocols
- COVID-19 mitigation and prevention strategies
- General health precautions / hand washing, covering mouth, avoiding large crowds
- Outbreak Status data
- Local, Sedgwick County Health, and Kansas Department of Health and Environment Guidelines and COVID information.
- Information about COVID-19 testing locations and processes
- Basic logistic and contact information such as location of school health center, nurse location, testing site location, and contact information for health officers.
- Emergency alerts and instructions

Staff, students, and parents will be able to view this information, instructions, and alerts through a touchless means of communication.

7-12-22 District emailed quotes for equipment with detail including location of signage.

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

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

**Budgeted Expenditures in SFY 2023** \$30,111

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$30,111

**Status**

Task Force Review

Line Item ID: 264-3-0040

**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**

Supplies - General

**Account Number**

90-1000-610-260-000

**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**

Funds will be used to purchase hands-on math manipulatives to develop a concrete understanding of foundational mathematical skills. These manipulatives will reduce the amount of sharing of resources among students and will assist in the implantation of Eureka Squared Math. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our screener data, state assessment results, and teacher reports of work completion while absent due to COVID-19 protocols. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. By providing more hands-on instruction through these students can develop a deeper conceptual understanding of math concepts that may have been missed or insufficiently mastered due to COVID-19 disruptions.

7-12-22

These manipulatives are kits from Didax designed to supplement the Eureka squared math curriculum in the classroom and during intervention times. We are requesting the amounts below:

5 Complete. Kd kits: (24 Students per Kit)

100 Bead Demonstration Rekenrek

20-Bead Demonstration Rekenrek - Wood

Dot Dice

Eureka Math 10-Frame Cartons

Eureka Math 2D Shapes

Eureka Math 5-Group Cards, Demonstration Set

Eureka Math Bingo Boards

Eureka Math Geometry Cards

Eureka Math Hide Zero Cards, Basic Student Sets

Eureka Math Hide Zero Cards, Demonstration Set

Eureka Math Match Cards

Eureka Math Numeral Cards

Eureka Math Pattern Block Puzzles

Eureka Math Story Cards

Eureka Math Talking Tool Poster, Grades K-1

Geometric Solids

Plastic Pattern Blocks

School Rocker Scale

Sponge Dot Dice

Teddy Bear Counters

Ten Sided Dice

Two-Color Counters

Unifix Cubes

6 Complete Level 1 kits (24 Students per Kit)

100 Bead Demonstration Rekenrek

20-Bead Demonstration Rekenrek

Base Ten Rods

Centimeter Cubes

Craft Sticks, in 6 colors

Demonstration Clock

Dot Dice

Eureka Math Addition Expression Cards

Eureka Math Centimeter Number Path

Eureka Math Hide Zero Cards, Basic Student Set

Eureka Math Hide Zero Cards, Demonstration Set

Eureka Math Hide Zero Cards, Student Extension Set

Eureka Math Large Number Path

Eureka Math Numeral Cards

Eureka Math Owl Posters

Eureka Math Talking Tool Poster, Grades K-1

Farm Animal Counters

Geometric Solids with Nets

Number Cubes

Plastic Pattern Blocks

Spool of String

Teddy Bear Counters

Ten Sided Dice

Two-Color Counters

Unifix Cubes

6 Complete Level 2 kits (24 Students per Kit)

100 Bead Demonstration Rekenrek

Centimeter Cubes

Coin Set

Color Tiles

Craft Sticks

Demonstration Clock

Dot Dice

Eureka Math 10 cm Cards

Eureka Math Double-sided Meter Sticks

Eureka Math Measuring Tapes

Eureka Math Numeral Cards

Eureka Math Place Value Disks, Set 1

Eureka Math Talking Tool Poster, Grades 2-8

Eureka Math Whole Number Place Value Cards

Eureka Math Whole Number Place Value Cards, Demo Set

Plastic Pattern Blocks

Tangrams

Unifix Cubes

Wood Ruler

6 Complete Level 3 Kits (24 Students per Kit)

100 Bead Demonstration Rekenrek

Centimeter Tiles

Color Tiles

Demonstration Thermometer

Digital Compact Scale with 5 Cup Bowl

Eureka Math Measuring Tape

Eureka Math Numeral Cards

Eureka Math Paper Strips

Eureka Math Place Value Disks, Set 1

Eureka Math Talking Tool Poster, Grades 2-8

Eureka Math Whole Number Place Value Cards, Demo Set

Graduated Cylinder 1000 ml

Graduated Cylinder 100 ml

Interlocking Cubes

Platform Scale

Sentence Strips

Spool of String

Syringe

Wax Craft Sticks

4 Complete Level 4 Kits (24 Students per Kit)

4" Protractors

Cardstock Circles

Eureka Math Deci-Disks  
Eureka Math Decimal Place Value Cards  
Eureka Math Place Value Cards, to Millions  
Eureka Math Place Value Disks, Set 2  
Eureka Math Talking Tool Poster, Grades 2-8  
Meter Stick  
Ruler  
Spool of String

5 Complete Level 5 Kits (24 Students per Kit)  
4" Protractors  
Centimeter Cubes  
Dot Dice  
Eureka Math Deci-Disks  
Eureka Math Place Value Disks, Set 2  
Eureka Math Rectangular Prisms Set  
Eureka Math Talking Tool Poster, Grades 2-8  
Interlocking Cubes  
Meter Stick  
Patty Paper  
Ruler  
Unifix Cubes, Red and Yellow

2 Complete Level 6 Kits (24 Students per Kit)  
1 inch Measurement Linking Cubes  
6" Protractors  
Centimeter Cubes  
Dot Dice  
Eureka Math Measuring Tapes  
Eureka Math Talking Tool Poster, Grades 2-8  
Meter Stick  
Ruler

2 Complete Level 7 Kits (24 Students per Kit)  
6" Protractors  
Modeling Clay  
Dot Dice  
Eureka Math Integer Cards  
Eureka Math Talking Tool Poster, Grades 2-8  
Interlocking Cubes  
Locking Compass  
Patty Paper  
Ruler  
Spool of String  
Transparent Spinners

2 Complete Level 8 Kits (24 Students per Kit)  
6" Protractors  
Eureka Math Measuring Tapes  
Eureka Math Talking Tool Poster, Grades 2-8  
Ruler  
Transparency Film

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

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

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

**Status**

Task Force Review

Line Item ID: 264-3-0041

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Supplies - General

**Account Number**

90-1000-610-260-000

**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**

Funds will be utilized to purchase start up materials and supplies for Project Lead The Way courses at the high school level. These courses will include Principles of Biomedical Science and Engineering Essentials. Our post-COVID-19 data analysis revealed that while most of our subgroups showed a similar lack of STEM opportunities as the general population, our students in poverty suffered the most. This was evident in our student survey, post-secondary data, state assessment results, and teacher reports of work completion while absent due to COVID-19 protocols. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. We believe that these students did not and may not sign up for advanced STEM courses due to a lack of self-efficacy in this area. This expenditure is designed to address this by adding relevant hands-on courses that our students indicated as an area of high interest for future careers. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. These courses will help make up for the lost learning opportunities due to COVID-19 and will help students be prepared for success after graduation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$41,873
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$41,873</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0283

**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>
Elk Valley	701 Delaware, Longton, KS 67352	PO Box 87, Longton, KS 67352
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Jason Crawford	jcrawford@usd283.org	(620) 642-2811

## 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>
Diana Stroble	Board Clerk	distroble@usd283.org	(620) 642-2215

## 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.usd283.org/vnews/display.v/ART/60ce058f7e6bb>

## 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 283 is using ESSER III funds to facilitate the needs of keeping students and staff safe by supporting extra cleaning, sanitization, testing, and ongoing site improvements to mitigate the spread and reinfection of pupils of Covid 19. Increasing staffing in custodial, maintenance and food service to ensure the daily and ongoing ability to provide a safe in-person learning environment by implementing best practices and utilizing guidance and policies provided by the CDC, the Kansas Department of Health and the Elk County Health Department.

## 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

USD 283 has surveyed students and provided in class meetings to update our strategies and to continue to implement plans to ensure students are safe and to address the ongoing needs of learning loss that occurred from the increase in student absenteeism.

### Families



USD 283 employed a social worker during the pandemic to help address the family concerns and needs and to strengthen the school community partnership with families to address the unique needs presented by the pandemic. USD 283 staff also has sent out surveys and conducted needs assessment to ensure that ESSER III funds are addressing the most prominent issues facing our students and their families as it relates to addressing the challenges of Covid 19.

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

USD 283 and its administrators meet regularly with the special education staff and to evaluate and address those unique challenges and issues that directly impact our students with exceptionalities. Conducting a needs assessment, addressing learning loss, unique obstacles to our special populations, and training teachers and staff in effectively supporting our students is our priority through the partnership and support of the ESSER III program.

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

USD 283 meets regularly with all staff in addressing the challenges and ongoing needs in supporting a safe and effective learning environment and workplace for all staff. Ongoing weekly staff meetings, conducting needs assessments, staff survey and input along with addressing the ongoing effectiveness of strategies implemented are all part of the districts strategic plan in addressing the unique challenges faced in our district as it relates to Covid 19.

### **Tribes**

The district has one family that is represented by a tribe. We have worked very closely with the students' of this family representing this subgroup in our school district in developing our ESSER support plan. This family was contacted directly by administration and asked for their feedback on our ESSER support plan. Their feedback was implemented into many of our plan's supports including our after school and summer academic learning loss programs. In addition, we conducted a needs assessment survey and had directed conversations with the family representing this subgroup. It was clear from these conversations and feedback from the family and students' that the following supports were most needed:

- 1). Trauma informed instruction and care
- 2). Mental health and community support
- 3). Enhanced SEL curriculum and supports around their needs
- 4). Academic support and learning loss due to the Covid-19 Pandemic
- 5). Support for attendance and health related issues that led to the hiring of the school nurse.

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

USD 283 pandemic response procedures are implemented to ensure they are in compliance with all Civil Rights Organizations and Disability Rights Organizations. Our district continues to welcome ongoing input and evaluation in addressing the needs of all our special population groups.

Regarding the requirement to reach out to some Civil Rights Organization, I contacted the Kansas Human Rights Commission requesting the sample survey be completed that had been emailed me. I just received an email from Ruth Glover, the Executive Director of the commission.

Her statement to me was that the Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III. Therefore, she did not complete the survey that I had emailed her.

Having attempted to get the survey done from one of the statewide organizations, despite that fact that they didn't respond, due to the school district not having a local Civil Rights Organization.

### **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 III plans ensure that all stakeholder groups represented in the district and those that may be in the future are included in the planning and support of the ESSER III program. Our plan has utilized technology, professional development and training to specifically address how our small rural school district can help these groups overcome the unique challenges they faced because of the pandemic and to ensure that they have a FAPE.

In reviewing and updating our student information system, we confirmed that we serve 62 students with disabilities, 0 English Learners, 0 children experiencing homelessness, 3 children in foster care, 0 migratory students, 0 children who are incarcerated and 89 children we consider underserved as defined by our at-risk criterion.

Given our small district, it is hard to provide this information as it is easily identifiable in public reporting. However, where representation in each group occurs, we have contacted the families of these students directly through surveys, parent and community focus groups, and held and continue to hold conversations directly with the students and families who met the criteria for these subgroups.

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

USD 283 has surveyed its patrons, staff, community and students for direction on the implementation and use of ESSER III funds. Ongoing evaluation and continuous improvement strategies are utilized to monitor, evaluate and improve the supports afforded through the assistance program.

Further the district has reached out to all the represented subgroups listed above through multiple stakeholder needs assessment survey's, community outreach partnerships, parent focus groups, family focus groups on the development of our after school and summer school academic learning loss programs developed to address the needs of students experiencing learning loss from the Covid-19 pandemic. It was clear from these conversations and the data collected that the following supports and themes were evident.

- 1). Address learning loss
- 2). Safe after school and summer programming to address mental health needs, SEL needs, student trauma and academic learning loss through such programs.
- 3). Provide more support staff in the areas of mental health and student health including the hiring of a social worker and a school nurse directly tied to this information received.
- 4). Develop community mental health partnerships to provide more school and community direction in supporting students.
- 5). Address the ongoing poverty related issues directly attributed to student and family needs because of the Covid-19 pandemic.

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

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

COVID-19 has presented many unique challenges to our small rural school district. Many additional costs for mitigation, sanitization, remote technology, testing, addressing severe social and emotional concerns of staff and students. Absenteeism has been a big challenge along with adequate staffing and support. Supply chain issues for food service, learning loss. Our special population groups have had a tremendous challenge in receiving ongoing community support and services which the district has addressed in its plan as well. Providing more after school and summer programming to address the learning loss, along with hiring a social worker to address the increasing mental health challenges across all student demographics has been a priority for the district. Improving the environmental areas to help improve air quality and mitigate the spread of the virus, the hiring of a district health nurse to test and provide medical intervention along with the equipment. Our district has a majority of students in poverty and providing transportation and internet access ongoing has been another priority for the district as our parents and students have had unique challenges as compared to more urban areas.

**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 283 is providing evidence based models for conducting after school programming and three summer school program years to address the learning loss, social emotional needs and to better address the mental health needs of our students and staff. These comprehensive program are in place to directly address the issues impacted by the pandemic.

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

USD 283 will utilize ESSER funds to provide materials, training, professional development and all necessary supplies needed to support our after school programming, academic remediation opportunities, expand resources to support the summer school programming, after school programming and to continue to provide more mental health support.

**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 283 will continue to use multiple forms of formative and summative assessment along with our FastBridge tools, state assessment data, and classroom interventions. Data is evaluated weekly and 4 data points are collected in the Fall, Winter, Spring and Summer for a more comprehensive analysis of student progress and addressing the challenges and impact of the loss of instructional time. The district has prioritize mental health and addressing social and emotional needs of students and staff. Given the low-income and high poverty population these priorities in addition to providing after school programs and summer programming are in place to address these needs through 2024.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$389,488	\$0	\$389,488	ESSER III Allocations	\$77,898
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$389,488	\$0	\$389,488	Amount Still Needed	\$77,898
In Review Total	\$182,530	\$0	\$182,530	In Review Total	\$171,181
Amount Left	\$206,958	\$0	\$206,958	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
283-3-0001	Direct	True	2213	330	4	\$12,451	Task Force Review
283-3-0009	Direct	True	1000	113	11A	\$44,248	Task Force Review
283-3-0014	Direct	True	1000	111	12	\$57,199	Task Force Review
283-3-0015	Direct	True	1000	113	11B	\$42,724	Task Force Review
283-3-0016	Direct	False	1000	600	11B	\$2,702	Task Force Review
283-3-0017	Direct	False	1000	122	11A	\$8,647	Task Force Review
283-3-0018	Direct	True	1000	113	11B	\$14,559	Task Force Review

## Line Item Details

Line Item ID: 283-3-0001

**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**

0000

**Account Number**

0000

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development 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**

USD 283 is sending four certified staff members to the BOOST Conference to receive training, professional development, mentoring, and curriculum design and support to improve and better address our after-school programming and summer programming in response to the unique needs and challenges facing our small, high-poverty student demographic along with new mental health and social-emotional strategies for our future programs. This training was used to provide professional development in developing afterschool and summer school programs to address the learning loss in students directly tied to learning loss experienced by students because of the Covid-19 pandemic.

The comprehensive professional development provides training in curriculum, math, reading, social-emotional and rural-focused training specifically designed for small schools and staff to address the learning loss and unique social-emotional, mental health, math, science, and reading learning loss for students in our demographic because of the Covid-19 Pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,951
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,451</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**

Salaries

**Account Number**

1000-110

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

2022 summer school program salaries. Addressing learning loss and skill deficits caused by the pandemic. These programs are geared to bring students to grade-level proficiency. The summer program is used to address the learning loss and help students get to grade level proficiency after the learning loss they experienced because of the Covid-19 Pandemic. The program provides learning loss support in the areas of reading, math, science and social-emotional skills for grade levels K-8. The program runs for three weeks in June 2022. This budget covers the salaries for 6 certified staff members to teach the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$44,248
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$44,248</u>

**Status**

Task Force Review

Line Item ID: 283-3-0014

**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**

Salaries

**Account Number**

1000-111

**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**

After reviewing the data of the incoming 4th-grade students, this student population had the highest need for additional support due to their learning loss because of the pandemic. The administration separated this class out on its own and hired a full time certified elementary teacher to address the learning loss of the vulnerable at-risk population. This position was a new certified teaching position created after local and state assessment data showed higher learning loss needs than the other grade levels. The position is used to address math, reading and science skills to help the students get back to grade level proficiency due to the learning loss experienced because of the Covid-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$57,199
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$57,199</u>

**Status**

Task Force Review

Line Item ID: 283-3-0015

**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**

Salaries

**Account Number**

1000-110

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

After school program 2021-2022 salaries. Addressing learning loss and skill deficits caused by the pandemic. These programs are geared to bring students to grade-level proficiency. The after-school program includes tutors, certified teachers and support employees to address the learning loss experienced by students directly related to the Covid-19 pandemic. The afterschool program serves all students K-8 in helping them achieve grade level proficiency in Math, Science, Reading and social emotional development skills addressing their social emotional challenges experienced by the Covid-19 pandemic and the learning loss the students experienced because of the Covid-19 pandemic. The afterschool program will be taught by 8 certified staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$42,724
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$42,724

**Status**

Task Force Review

Line Item ID: 283-3-0016

**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**

Supplies

**Account Number**

1000-600

**Function Code**

1000 - Instruction

**Object Code**

600 - 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**

All the supporting enrichment activities address the student learning loss because of the pandemic. This is part of the summer program. These activities are hands-on learning experiences, educational field trips, and social and emotional activities to support the K-8 grade levels in their learning loss directly tied to the Covid-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,702
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2,702

**Status**

Task Force Review

Line Item ID: 283-3-0017



**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**

Salaries

**Account Number**

1000-122

**Function Code**

1000 - Instruction

**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**

2022 summer school program salaries. Addressing learning loss and skill deficits caused by the pandemic. These programs are geared to bring students to grade-level proficiency We will employ 8 part-time non-certified employees.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,647
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,647</u>

**Status**

Task Force Review

Line Item ID: 283-3-0018

**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**

Salaries

**Account Number**

1000-122

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

After school program 2021-2022 salaries. Addressing learning loss and skill deficits caused by the pandemic. These programs are geared to bring students to grade-level proficiency. We will employ 6 part-time certified employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,559
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,559</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0316

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>
Golden Plains	210 W. 6th Street, Selden, KS 677570199	P.O. Box 199, Selden, KS 677570199
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Mary Ellen Welshhon	mewelshhon@usd316.org	(785) 386-4559

## 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>
Betty Hickert	Board Clerk	bhickert@usd316.org	(785) 386-4559
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Ashley Arnberger		ashley@usd316.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.

[http://usd316.k12.ks.us/district\\_information/district\\_\\_board\\_information](http://usd316.k12.ks.us/district_information/district__board_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?

The funds will be used to create an environment to continuously and safely reopen and operate the USD 316 Golden Plains Elementary and Middle/High School for in-person learning. Academically, USD 316 is working district-wide with KSDE Multi-Tiered System of Support (Kansas MTSS) to help mitigate student learning loss. The district coordinates with the Sheridan County Health Complex Federally Qualified Health Clinic to provide both mental and physical health services, as well as, the Northwest Kansas Educational Service Center to provide additional services to the special needs and migrant populations. The areas of English Language Arts (ELA), Behavior Social Emotional Learning (BSEL), and math are or will be addressed. The current emphasis is on direct intervention with ELA. BSEL curriculum is being vetted and will be piloted and implemented according to district needs. Math will be addressed following the BSEL implementation. Funds will be set aside to address curriculum that will be purchased to remediate learning loss through the MTSS framework and meet additional needs as identified by surveys and conversations with our stakeholders, which include students, families, school and district administration along with special education administration, teachers, parents of children representing diverse groups, and other stakeholders. Currently, as identified by stakeholders, USD 316 has a need for more supports and interventions for behavior and social emotional concerns, additional support personnel, instructional materials and resources, and school facility repairs and improvements. The funds will be used to support a Student Advocacy Coordinator, ELA and Math Interventionists, and premium pay for staff who work outside of the contract year to plan and address interventions and prepare for remote learning should the need arise. The plan is to replace old windows to improve ventilation and air quality in the elementary school. The district will provide professional development in the areas of behavior, social emotional learning and other academic areas for all teaching staff. At the middle/high school new desks will be purchased to replace tables allowing personal space and distancing. New fans will also be installed in the locker rooms to increase air circulation. In addition, we continue to purchase extensive cleaning supplies, sanitizer spray and wipes, and masks. The vehicles and buildings are sanitized and will continue to be sanitized on a regular basis.

## 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

USD 316 Golden Plains sent a survey to all students. It was interesting to see 41.1 % of the students participate in this survey. In addition to the survey, focus groups were conducted with students three times during seminar period to openly discuss the needs they identified. The top priorities for the students were: 1. Behavioral and Emotional support provided for all students due to anxiety and depression resulting from the Covid-19 Pandemic 2. Continue with new Student Support Center and more support for high-risk students 3. Improvements to the buildings. Once the ESSER Plan is complete, it will be presented to students for additional input.

### Families

USD 316 Golden Plains sent a survey to all parents. 28.8% of the parents responded to the survey. USD 316 is very involved with the parents of the students. Many conversations were held to help consider the priorities for ESSER III funding. The top priorities for parents were: 1. Expanded Behavioral and Social Emotional Learning 2. Additional personnel to support at-risk students 3. Maintenance, repair and replacement of the windows to help provide appropriate ventilation at the Elementary School. Once the plan is complete, the district will seek feedback from parents.

### School and District Administrators including Special Education Administration

USD 316 is a small, rural district in Northwest Kansas. As an administrative team, we meet a minimum of once per week and more often when possible and/or necessary. Our district administrators also work with Special Education Administration at the Northwest Kansas Educational Service Center. The top priorities for administration were: 1. Behavior Social Emotional Curriculum 2. Improvements to the facilities 3. Continue with a ELA interventionist, Student Advocacy Coordinator, and provide more support personnel 4. Curriculum to support and remediate student learning loss as well as support the MTSS process. Once the plan is complete, all administration will review the plan and provide feedback.

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

The development of the USD 316 ESSER Plan has been a collaborative effort of many stakeholder groups including: staff, students, parents, administration, and other organizations. Staff was given opportunities to express their concerns in their PLC and Collaborative Meetings. The plan is definitely a reflection of the various conversations held among these groups. The needs identified were: 1) Personnel to support students learning loss and social emotional concerns 2) Instructional materials and resources, and 3) Maintenance, repair and improvements to the school buildings.

## **Tribes**

We have worked closely with the two students and their parents who have an origin in any of the peoples of North and South America, including Central America. These families maintain a community attachment. They do not have a tribal affiliation. We have spoken with both families, and both families had no suggestions beyond the supports already received from the district. The district has already helped them get access to medical treatment, an in-home social worker, and programs that support language acquisition. Their priority was to continue to improve and maintain these programs and supports.

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

USD 316 consulted with Disability Rights Center of Kansas (DCR), Families Together, and Kansas Action For Kids. All organizations expressed concern with learning loss of students with disabilities. They suggested 1) increased opportunities for students to receive additional time to help with the recovery of learning loss 2) additional supports and services 3) additional health services for children. These groups support the ESSER III plan we have developed.

## **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 staff, parents, students and representatives of the subgroup populations in our school district. We conducted focus groups and facilitated conversations among staff and students. We consulted with the Migrant Program from the Northwest Kansas Educational Service Center, ESL families, students identified as homeless and other underserved populations. The suggestions that came out of those conversations were: 1) the need for better ways to provide these populations with health services 2) a need for more ESL services 3) more instructional materials and resources 4) additional personnel to support Migrant and ESL students.

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

Information on the ESSER application was presented to the USD 316 Board of Education. Public input was received from stakeholders from each group. We are a small 1A district, and many of the individual stakeholders serve in one or more category of stakeholders.

## **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.**

There is no doubt that the impacts of COVID-19 have been great on schools, students, families, and staff. USD 316 is a small, rural school with an enrollment of 188 students in grade pre-k through 12. There are two attendance centers, a Pre-K through 5 elementary school and a middle/high school that serves grades 6 through 12. In 2020, students went to on-line learning and were not back to finish the year in-person. On-line learning was very difficult for many of the students and some did not engage in on-line learning. In 2020-2021 the students were able to return to in-person learning, and they wore masks all day. It was noted that students in all grade levels were experiencing higher levels of anxiety and depression and were often disengaged from their academics and activities. Student attendance and enrollment were additionally affected. When looking at Aims Web Math data, K-8 students showed a decrease of 8% at Benchmark, a decrease of 57% at Strategic, and an increase of 65% at intensive. Aims Web Reading data K-8 showed a decrease of 15% at Benchmark, increase of 5% at strategic, and an increase of 10% at intensive. The average ACT score of our students was 17.2 which was a decrease from the score prior to on-line learning and Covid-19. Across the board in all academic areas, our students showed a learning loss.

The increase in behavioral, social and emotional issues among students has increased. Antidotally, observation and stakeholder reports indicated a definite increase across all grades in the number of students reporting chronic anxiety or isolated episodes of anxiety. The district has had more students receiving counseling. Data from the Kansas Communities That Care Survey in 2021 showed that 55.6% of the students reported they were depressed and 51.1% reported they were anxious and conflictual. The survey results indicated that social and emotional areas were of great concern and will be addressed through the use of ESSER Funds as will all academic areas.

**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)**

Over twenty percent of the USD 316 ESSER III Funds will be used to address the academic impact of lost instructional time. Our entire staff implemented the Multi-Tiered System of Support (MTSS) for ELA during the 2021-2022 school year. Exploration of the need for Behavior, Social and Emotional Learning (BSEL) curriculum was evaluated and curriculums were vetted during the 2021-2022 school year. BSEL curriculum will be piloted and chosen during the 2022-2023 school year and implemented in 2022-2023 with MTSS supports. The district will receive training in math MTSS during the summer of 2023 and begin MTSS math implementation during the 2023-2024 school year. Research based curriculum will be purchased to support MTSS intervention. In addition, the funds will be used for BSEL curriculum and additional supports for learning loss.

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

ESSER Funds will support teacher duties outside of contract time, retention of staff, provide health and mental health services/supports to students and families, improve indoor air quality, increase connectivity through a new phone system, expand classroom technology to fully utilize and implement new curriculums, and continue the purchase of sanitizing agents.

**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.**

To monitor the use of and impact of ESSER III funding, academic needs will be reviewed through the use of FastBridge, State Assessments, and ACT. Social Emotional Health will be monitored through FastBridge's Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and The Kansas Communities That Care Survey. Subgroup data will be analyzed separately to make sure all student needs are being met. The expectations are that student grades, engagement, and attendance will begin to show improvement.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$417,844	\$0	\$417,844	ESSER III Allocations	\$83,569
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$417,844	\$0	\$417,844	Amount Still Needed	\$83,569
In Review Total	\$329,344	\$0	\$329,344	In Review Total	\$72,100
Amount Left	\$88,500	\$0	\$88,500	Amount Still Needed	\$11,469

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
316-3-0001	Direct	False	1000	150	16	\$116,600	Task Force Review
316-3-0002	Direct	True	1000	110	16	\$16,600	Task Force Review
316-3-0003	Direct	True	1000	110	16	\$25,000	Task Force Review
316-3-0004	Direct	True	1000	320	16	\$25,000	Task Force Review
316-3-0005	Direct	False	1000	644	10	\$17,000	Task Force Review
316-3-0007	Direct	False	1000	733	16	\$14,000	Task Force Review
316-3-0008	Direct	True	1000	210	12	\$5,500	Task Force Review
316-3-0011	Direct	False	2000	650	9	\$25,000	Task Force Review
316-3-0012	Direct	False	1000	733	15	\$2,600	Task Force Review
316-3-0014	Direct	False	1000	644	12	\$82,044	Task Force Review

## Line Item Details

Line Item ID: 316-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

83.1000.150

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

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

The funds will be used to provide retention incentive pay for additional duties required to work in a COVID environment and to maintain staffing through 2024. The amount budgeted for each year will be equally divided among all of the district employees and presented as incentive pay one time each year. This includes teachers, office staff, paraeducators, bus drivers, kitchen staff, and custodial staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$58,300
<b>Budgeted Expenditures in SFY 2024</b>	\$58,300
<b>Total Expenditures</b>	<u>\$116,600</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please indicate the distribution amount for each staff member.

Line Item ID: 316-3-0002



**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

**Account Number**

83.1000.110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

The district added a full-time Student Advocacy Coordinator and an At-Risk Interventionist to provide services to our middle/high school students. The Student Advocacy Coordinator, who has a masters degree in clinical social work, assists with academic assistance but also provides emotional supports and helps students in finding needed resources within the community. The At-Risk Interventionist provides academic supports including tutoring, reteaching, assistance with assignment completion, and language support for students who are identified as At-Risk. Many of the students identified as at-risk fall into those vulnerable populations such as ESL, students experiencing homelessness, and students with disabilities. Both of these positions will continue to address learning loss by providing academic supports to all students who are struggling academically. These positions support the needs of all races and ethnicities, especially our most vulnerable populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$6,600
--	---------

<b>Total Expenditures</b>	<u>\$16,600</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Because this is marked for 20%, please describe how these positions will target learning loss due to Covid-19 disruptions specifically as they relate to your most vulnerable populations (i.e. students with disabilities, ESL, homeless etc...)

Line Item ID: 316-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

83.1000.110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

The district added a part-time math interventionist for the 2022-2023 school year to address low math scores on FastBridge testing. All students in kindergarten through twelfth grade are screened in math three times per school year. Students who are identified through this screening as in need of math remediation will receive this from the math interventionist. The FastBridge screening will allow the district to identify the students who have specific math learning loss. This position will allow students to receive the math remediation necessary for their success. In reviewing data from this previous school year, the majority of students who would qualify for this remediation are our most vulnerable students including those identified as special education and ESL.

<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**

Task Force Review

**Line Item Comment from KSDE**

Because this is marked for 20%, please describe how this position will target learning loss due to Covid-19 disruptions specifically as it relates to your most vulnerable populations (i.e. students with disabilities, ESL, homeless etc...)

Line Item ID: 316-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

83.1000.320

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education 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**

Certified teachers will receive compensation for attending MTSS training outside of their contract time in the summer of 2023. This will be two days of training to help improve teacher skills that focus on addressing learning loss in math and implementing math MTSS within the school system. Teachers will be compensated at a rate of \$35 per hour to participate in these training days. These days will be committed to understanding and implementing the MTSS structure for math. Foundational math teaching will be addressed with the entire teaching staff, not just those who teach a math class. This will strengthen every teacher's ability to be a teacher of math, and, in turn, allow our system to more effectively address math learning loss caused 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>	\$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: 316-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

83.1000.644

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**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**

USD 316 will adopt and purchase a researched based Behavior, Social Emotional Learning (BSEL) curriculum during 2023. The current vetting process has identified Second Step (PK-5) and School Connect (6-12) as potential curriculums. New BSEL curriculum will address one of the main needs expressed by our stakeholders.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$17,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$17,000</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Exploration of the need for Behavior, Social and Emotional Learning (BSEL) curriculum was evaluated and curriculums were vetted during the 2021-2022 school year. BSEL curriculum will be piloted and chosen during the 2022-2023 school year and implemented in 2022-2023 with MTSS supports."

Line Item ID: 316-3-0007

**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**

83.1000.733

**Function Code**

1000 - Instruction

**Object Code**

733 - Furniture and Fixtures

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 316 needs to purchase 60 desks for the middle/high school to replace tables in classrooms. This will allow students to distance per CDC guidelines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$14,000
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "At the middle/high school new desks will be purchased to replace tables allowing personal space and distancing."

Line Item ID: 316-3-0008

**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

**Account Number**

83.1000.210

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Health insurance (.5) for the new math interventionist.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$5,500
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$5,500
---------------------------	---------

**Status**

Task Force Review

Line Item ID: 316-3-0011

**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 III

**Account Number**

83.1000.650

**Function Code**

2000 - Support Services

**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**

Smart boards from Promethean will be installed in all middle/high school classrooms. These will improve student engagement and allow full implementation of online components in current and future curriculum. The smart boards will allow teachers to fully implement the curriculum utilizing all of the online components of the program. By presenting materials on the smart board, teachers will be able to present to students in a way that meets the visual learning styles of many students. These boards will allow teachers to meet the individual learning needs of more students in the regular classroom. Utilization of this technology will assist in remediation of learning loss for all students, but, specifically, for our most vulnerable populations because many of these students require material be presented in more than one way to learn the material.

<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: 316-3-0012

**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**

83.1000.733

**Function Code**

1000 - Instruction

**Object Code**

733 - Furniture and Fixtures

**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**

Fifteen new chairs will be purchased for the computer lab that are made of an easily cleaned and disinfected material. The current chairs are fabric task chairs that can not be easily wiped down. To disinfect the current chairs the only option is a disinfectant spray that can take time to dry. This does not make it feasible to disinfect the chairs between each class period. The new chairs will be a vinyl task chair that can easily be wiped down with a disinfectant wipe between class periods. This will reduce the risk of virus transmission.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please describe current chairs and the quantity of new chairs to be purchased.

Line Item ID: 316-3-0014

**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**

83.1000.644

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

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

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

These funds will be used to extend the current GoMath curriculum K-5 at the end of the 2022-2023 school year, purchase a new elementary science, elementary social studies, middle school science, and 7th grade Kansas history curriculums. In fiscal year 2024, a new elementary math curriculum will be vetted and adopted. All of the above curriculum updates will focus on addressing the learning loss caused by the COVID-19 pandemic. State assessment data, FastBridge data, classroom performance data, and overall student needs (IEPs, ILPs, 504s) will be considered when adopting curriculum. The needs of the vulnerable populations within our district will be of top priority when selecting, adopting, and implementing these curriculums.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$57,044
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$82,044</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This does not qualify as part of the 20% Set Aside.



# ESSER III APPLICATION FOR D0352

**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>
Goodland	1311 Main Street, Goodland, KS 67735	PO Box 509, Goodland, KS 677350509
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Bill Biermann	bill.biermann@usd352.org	(785) 890-2397

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Bill Biermann	Superintendent	bill.biermann@usd352.org	(785) 890-2397
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
marcia.harkins@usd352.org		marcia.harkins@usd352.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/1464943/USD\\_352\\_ReOpening\\_Plan\\_BOE\\_Approved\\_8-9-21.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1464943/USD_352_ReOpening_Plan_BOE_Approved_8-9-21.pdf)

## Use of Funds for CDC Guidance

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

We will continue to purchase and supply the appropriate PPE supplies needed for our students and staff. We have been operating with in-person learning for the duration of the pandemic and plan to ensure that all students and staff can come to school in a healthy situation. We will continue to work in partnership with our county health department to keep school open.

## 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 district wide ESSER III survey was sent to all stakeholders where they had the ability to provide feedback to our BOE on our Plan as well and we have used our student council in a leadership role to offer advice and support on student thoughts and opinions.

Specific to our students, their top 3 choices were: High quality teaching resources and assessment tools, Staff training, Improving instructional tools that staff use to teach students in all curricular areas.

Students represented 1.2% of our respondents.

### **Families**

A district wide ESSER III survey was sent to all stakeholders where they had the ability to provide feedback to our BOE on our Plan. We held multiple Facebook live meetings during the pandemic in relaying information to our families and community. Those were always live sessions so stakeholders were able to ask questions and we provided feedback. We have utilized our building level site council to build our mitigation plans as well as to provide feedback for operations.

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

A district wide ESSER III survey was sent to all stakeholders where they had the ability to provide feedback to our BOE on our Plan the outcome of which is summarized in information to follow. We have our special education services through our coop, but treat our special education teachers and staff as if they are part of our staff. They have been provided opportunity through PLC time, inservice, and shared time with administration to provide feedback.

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

7-8-22 - Several meetings were conducted at the building level in faculty meeting type settings informing, discussing, and seeking input from teachers. The union specifically has a representative at every Board of Education meeting and were present and involved in discussions at the board level in the review of the survey data and final decisions on how to allocate funds. Specifically, teachers represented 23% of the survey data.

A district wide ESSER III survey was sent to all stakeholders where they had the ability to provide feedback to our BOE on our Plan the outcome of which is summarized in information to follow.

### **Tribes**

A district wide ESSER III survey was sent to all stakeholders where they had the ability to provide feedback to our BOE on our Plan the outcome of which is summarized in information to follow.

Native American Tribes represented 2.4% of our respondents and their top 3 choices were: High quality teaching resources and assessment tools; Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities; and Providing mental health services and supports

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

7-27-22. I reached out specifically to Live Well of Northwest KS as well as Development Services of NW KS. LiveWell did not respond and was a no comment. I did get both a ranking from our survey as well as comments from Development Services and have included those here:

If you could just rate the following on a 1-4 scale of 1-Not Important, 2-Somewhat Important, 3-Important, 4-Very important, we would appreciate it.

Addressing Student Learning Loss - 2

Providing After School Programs - 4

Providing Summer School Programs - 4

High quality teaching resources and assessment tools - 3

Staff Training - 2

Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities - 3

Providing mental health services and supports - 4

Improving instructional tools that staff use to teach students in all curricular areas. - 3

Any additional comments you might have.....

The "4" rating on #2 & #3 is to provided quality after school programs and summer school programs to students who have a need for those services. Due to the childcare crisis we have in western Kansas, it is imparitive to have an alternative to day care services so the parents are able to work in the community and hopefully reduce the workforce shortage. It is critical that our young children have structured programs in place to minimize the risk of those latchkey children getting involved inappropriate activities when the parents are not available for supervision.

The "4" rating on #7 is to address the mental health issues we have with many of our children. It seems that there is a growing number of children in need of mental health services earlier in their life. This may be a result of the increasing dysfunctional families, single family households, children being raised by their grandparents or foster families. Providing mental health support earlier in the lives of children will hopefully provide them with better coping skills and allow the child to grow in their education.

7-8-22. Our survey did not go down to the actual question of "what civil rights group do you represented?" We simply set up our survey to gather data points and information on who was being represented or who the responded was representing in their responses. As indicated below, 1.2% of the respondents click the box that they were representing a civil rights group. I do not have data that shows what group.

A district wide ESSER III survey was sent to all stakeholders where they had the ability to provide feedback to our BOE on our Plan the outcome of which is summarized in information to follow.

Civil Rights respondents represented 1.2% of our survey and their top 3 choices were: Providing After School Programs, Providing Summer School Programs, and Providing mental health services and supports

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

A district wide ESSER III survey was sent to all stakeholders where they had the ability to provide feedback to our BOE on our Plan the outcome of which is summarized in information to follow.

We did not have any respondents who classified themselves as incarcerated and we do not have any students represented in our SIS.

3.6% of respondents represented foster children and their top 3 choices were:

High quality teaching resources and assessment tools

Staff training

The inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

7.9% of respondents represented children with disabilities and their top 3 choices were:

Providing After School Programs

High quality teaching resources and assessment tools

Staff Training.

1.8% of respondents represented English Language Learners and Migrant. Their top 3 choices were:

Providing Summer School Programs

Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Providing mental health services and supports

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

A district wide ESSER III survey was sent to all stakeholders where they had the ability to provide feedback to our BOE on our Plan the outcome of which is summarized in information to follow.

I'll include some generic comment here about our survey for clarification:

Our survey was sent out through all available resources, including our Student Information System with all student/parent contact information, our district social media outlets including Twitter, Facebook, and Instagram as well as posted on our district website. Anyone, literally anyone could take the survey and it was posted for 1 week as we collected data. Below is some of that breakdown.

Respondents were able to choose their affiliation with USD 352 and could select all that apply from the following list:

- Parent (83.6%)
- Community Member (24.8%)
- Business Owner – Operator (10.3%)
- Service Provider (4.2%)
- Staff Member (23%)
- Student (1.2%)
- Other (3.6%)

In addition, Respondents were asked; "Are you part of or do you have relationships any of the following groups.."

- Native American Tribes (2.4%)
- Civil Rights Organization (1.2%)
- Representing interest of
  - o Children with disabilities (7.9%)
  - o Children that are English Language Learners (1.2%)
  - o Children experiencing homelessness (1.2%)
  - o Children in foster care (3.6%)
  - o Migratory students (.6%)
- Prefer not to say / None (83%)

Our List of questions that we asked all respondents and was included in the entire survey no matter what group you represented were:

1. Please rate your level of importance for the following investment strategies in response to coronavirus
  - a. Addressing Student Learning Loss
  - b. Providing After School Programs
  - c. Providing Summer School Programs
  - d. High quality teaching resources and assessment tools
  - e. Staff training
  - f. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.
  - g. Providing mental health services and supports
  - h. Improving instructional tools that staff use to teach students in all curricular areas.

Respondents had opportunities to add individual 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.**

Our enrollment is down similar to other schools in the state. We simply have had some parents chose to homeschool their students during these difficult times for a variety of reason. It is our job to convince stakeholders that we can provide a quality education during this pandemic while creating some sense of normalcy in the educational experience.

As with many other schools, we have seen the biggest impact coming in the area of social/emotional for our students. Our referrals and counseling sessions both inside and out have risen. Our teachers would say they have been working harder than ever in establishing relationships with students during the pandemic. We have hired additional staff to help in this area as well as resources to support SEL.

Our chronic absenteeism is up 11% from pre-pandemic years and is a huge area of concern for us moving forward as we worry about the impact that will have on student learning loss and mindset in regards to coming to school on a daily basis.

I don't know that we will know the burden it has taken on our staff until more years have passed by, but I think we see and hear about that emotional drain it is taking on them. They are committed professional people who are doing the best they can to hold down the fort at home while providing for the needs of our students and it is taxing. We haven't lost a whole lot of people (although some) due to the pandemic now, but I extremely worried about the burnout it may be causing my staff longterm.

Our at-risk students seem to be falling further behind. We had made good progress in closing the gaps between demographic subgroups but our data now is trending the other way and again the long-term impacts of that are a concern.

**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 continue our summer school program for the next couple of years as well as additional after school tutoring and program offerings to assist our at-risk students and students who have fallen behind as a result of pandemic. We have focused attention to additional math and reading support both on the personnel side with additional staff as well as resources to provide individualized instruction.

We are focused on Pathways, a reading intervention program both on the training of competent for staff as well as resources.

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

We have hired and plan to hire additional support staff and counselors to meet the social and emotional needs of our students. We want to be able to offer premium pay for staff in order to secure and retain the teachers we have. We have to improve the air quality for our students at Central in an old facility without a modern HVAC system. We continue to explore research-based resources and up to date curriculum that will allow us to better teach in a digital, remote learning environment should we have to go back to doing that again in the future.

**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 felt like last summer our program provided the opportunity for kids to get caught back up and on grade level. We saw that with our scores in our Tier Intervention program and fast bridge data. We still have a long ways to go but feel like the pathway resources and training will continue to help us get more students on grade level in reading and math. Along with Fastbridge data and analysis and the additional reading interventions this gives us the best chance to catch kids and support them.

We are utilizing the funds for additional staff as stated in reading and math so that we can lower class size and provided more individualized support. We did a comprehensive air quality report with our architect on the need for a new HVAC system at Central. Once complete, we plan to follow that study up with a new one to see what those numbers look like.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,607,118	\$0	\$1,607,118	ESSER III Allocations	\$321,424
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,607,118	\$0	\$1,607,118	Amount Still Needed	\$321,424
In Review Total	\$1,607,118	\$0	\$1,607,118	In Review Total	\$373,580
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
352-3-0001	Direct	True	1000	610	12	\$6,000	Task Force Review
352-3-0002	Direct	True	1000	610	12	\$20,000	Task Force Review
352-3-0003	Direct	True	1000	610	12	\$7,500	Task Force Review
352-3-0004	Direct	True	1000	610	12	\$10,000	Task Force Review
352-3-0005	Direct	True	1000	610	12	\$8,000	Task Force Review
352-3-0006	Direct	True	1000	610	11A	\$3,000	Task Force Review
352-3-0007	Direct	True	1000	610	12	\$85,000	Task Force Review
352-3-0008	Direct	False	1000	610	12	\$15,000	Task Force Review
352-3-0009	Direct	False	1000	610	12	\$60,000	Task Force Review
352-3-0010	Direct	False	1000	610	12	\$50,000	Task Force Review
352-3-0011	Direct	False	1000	610	12	\$2,000	Task Force Review
352-3-0012	Direct	False	2200	580	3	\$10,000	Task Force Review
352-3-0013	Direct	False	1000	610	9	\$4,000	Task Force Review
352-3-0014	Direct	False	2200	580	3	\$10,000	Task Force Review
352-3-0015	Direct	False	2200	580	3	\$28,000	Task Force Review
352-3-0016	Direct	True	1000	110	11A	\$44,000	Task Force Review
352-3-0017	Direct	True	1000	110	12	\$59,100	Task Force Review
352-3-0018	Direct	True	1000	110	12	\$60,000	Task Force Review
352-3-0019	Direct	True	1000	561	12	\$45,000	Task Force Review
352-3-0020	Direct	False	2120	110	10	\$60,000	Task Force Review
352-3-0021	Direct	False	2120	110	10	\$47,400	Task Force Review
352-3-0022	Direct	False	2630	460	14	\$928,618	Task Force Review
352-3-0023	Direct	True	1000	120	11A	\$20,350	Task Force Review
352-3-0024	Direct	True	1000	220	11A	\$5,566	Task Force Review
352-3-0025	Direct	True	1000	290	11A	\$64	Task Force Review
352-3-0026	Direct	False	1000	220	12	\$5,112	Task Force Review
352-3-0027	Direct	False	1000	290	12	\$59	Task Force Review
352-3-0028	Direct	False	1000	213	12	\$749	Task Force Review
352-3-0029	Direct	False	2120	213	10	\$8,400	Task Force Review
352-3-0030	Direct	False	2120	214	10	\$53	Task Force Review

352-3-0031	Direct	False	2120	220	10	\$4,100	Task Force Review
352-3-0032	Direct	False	2120	290	10	\$47	Task Force Review

## Line Item Details

Line Item ID: 352-3-0001

**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**

Supplies

**Account Number**

97-00-1000-610-00

**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**

Pathways Intervention System

**Budgeted Expenditures in SFY 2021** \$6,000

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

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$6,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Pathways Intervention System, This is a reading intervention program that will help us with the learning loss of our students due to COVID-19

Line Item ID: 352-3-0002



**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**

Supplies

**Account Number**

97-00-1000-610-00

**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**

District Digital Reading Intervention Program

**Budgeted Expenditures in SFY 2021** \$20,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: District Digital Reading Intervention Program, another reading intervention resource that will help identify gaps in reading fluency so we can target learning loss.

Line Item ID: 352-3-0003

**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**

Supplies

**Account Number**

97-00-1000-610-00

**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**

Lexia

**Budgeted Expenditures in SFY 2021** \$7,500**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,500**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Lexia - will be purchased to identify learning loss due to COVID-19 disruption to classroom instruction. The data will assist with identifying students that need additional instruction support to perform academically with their peers and grade level learning competencies.

Line Item ID: 352-3-0004

**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**

Supplies

**Account Number**

97-00-1000-610-00

**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**

District Digital Math Intervention Programs (Dreambox)

**Budgeted Expenditures in SFY 2021** \$10,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: District Digital Math Intervention Programs (Dreambox) - will be purchased to identify learning loss due to COVID-19 disruption to classroom instruction. The data will assist with identifying students that need additional instruction support to perform academically with their peers and grade level learning competencies.

Line Item ID: 352-3-0005

**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**

Supplies

**Account Number**

97-00-1000-610-00

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Fastbridge Universal Screener

**Budgeted Expenditures in SFY 2021** \$8,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Fastbridge Universal Screener - will be purchased to identify learning loss due to COVID-19 disruption to classroom instruction. The data will assist with identifying students that need additional instruction support to perform academically with their peers and grade level learning competencies.

Line Item ID: 352-3-0006

**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**

Supplies

**Account Number**

97-00-1000-610-00

**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 Resources

**Budgeted Expenditures in SFY 2021** \$3,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Summer School Resources - resources that need to be purchased for summer school so that we can assist our students with learning loss.

Line Item ID: 352-3-0007

**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**

Supplies

**Account Number**

97-00-1000-610-00

**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**

Addendum - Specifically, a reading program that assist us in our ELL and Migrant populations, and has the key instructional concepts impeded into the program to allow teachers to assist that population is critical.

K-6 Core Reading Curriculum

The Reading curriculum is necessary due to the effects of COVID-19 on student learning loss. The curriculum to be purchased provides differentiated instructional lessons and strategies for our student subgroup populations that are showing the greatest learning loss. Differentiated instruction is recommended by KSDE Multi-tiered system (MTSS) to meet the learning needs of all students. The materials are aligned with the Kansas standards and will be use for tier 3 students (from all subgroups) and to help learning for students at level 1 (from all subgroups).

<b>Budgeted Expenditures in SFY 2021</b>	\$85,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$85,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: K-6 Core Reading Curriculum - Our curriculum doesn't have a good correlation to specific standards. Also, it doesn't have a technology competent and we needed something that worked with our ipad so that if we went back to remote learning or a student was quarantined for several days they had resources.

Line Item ID: 352-3-0008

**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**

Supplies

**Account Number**

97-00-1000-610-00

**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**

7-8 Math Curriculum

This curriculum is necessary due to the effects of COVID-19 on student learning loss. The curriculum to be purchased provides differentiated instructional lessons and strategies for our student subgroup populations that are showing the greatest learning loss. Differentiated instruction is recommended by KSDE Multi-tiered system (MTSS) to meet the learning needs of all students. The materials are aligned with the Kansas standards and will be use for tier 3 students (from all subgroups) and to help learning for students at level 1 (from all subgroups).

<b>Budgeted Expenditures in SFY 2021</b>	\$15,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: 7-8 Math Curriculum - Our curriculum doesn't have a good correlation to specific standards. Also, it doesn't have a technology compenent and we needed something that worked with our ipad so that if we went back to remote learning or a student was quarantined for several days they had resources.

Line Item ID: 352-3-0009

**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**

Supplies

**Account Number**

97-00-1000-610-00

**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**

9-12 Math curriculum

The math curriculum is necessary due to the effects of COVID-19 on student learning loss. The curriculum to be purchased provides differentiated instructional lessons and strategies for our student subgroup populations that are showing the greatest learning loss. Differentiated instruction is recommended by KSDE Multi-tiered system (MTSS) to meet the learning needs of all students. The materials are aligned with the Kansas standards and will be use for tier 3 students (from all subgroups) and to help learning for students at level 1 (from all subgroups).

<b>Budgeted Expenditures in SFY 2021</b>	\$60,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: 9-12 Math curriculum - Our curriculum doesn't have a good correlation to specific standards. Also, it doesn't have a technology compenent and we needed something that worked with our ipad so that if we went back to remote learning or a student was quarantined for several days they had resources.

Line Item ID: 352-3-0010



**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**

Supplies

**Account Number**

97-00-1000-610-00

**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**

6-12 Core Science / Health Curriculum (digital)

The Science curriculum is necessary due to the effects of COVID-19 on student learning loss. The curriculum to be purchased provides differentiated instructional lessons and strategies for our student subgroup populations that are showing the greatest learning loss. Differentiated instruction is recommended by KSDE Multi-tiered system (MTSS) to meet the learning needs of all students. The materials are aligned with the Kansas standards and will be use for tier 3 students (from all subgroups) and to help learning for students at level 1 (from all subgroups).

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: 6-12 Core Science / Health Curriculum (digital) - Our curriculum doesn't have a good correlation to specific standards. Also, it doesn't have a technology compenent and we needed something that worked with our ipad so that if we went back to remote learning or a student was quarantined for several days they had resources.

Line Item ID: 352-3-0011

**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**

Supplies

**Account Number**

97-00-1000-610-00

**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**

K-5 Mystery Science Renewal:

The curriculum is necessary due to the effects of COVID-19 on student learning loss. The curriculum to be purchased provides differentiated instructional lessons and strategies for our student subgroup populations that are showing the greatest learning loss. Differentiated instruction is recommended by KSDE Multi-tiered system (MTSS) to meet the learning needs of all students. The materials are aligned with the Kansas standards and will be use for tier 3 students (from all subgroups) and to help learning for students at level 1 (from all subgroups).

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: K-5 Mystery Science - Our curriculum doesn't have a good correlation to specific standards. Also, it doesn't have a technology compenent and we needed something that worked with our ipad so that if we went back to remote learning or a student was quarantined for several days they had resources.

Line Item ID: 352-3-0012

**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**

Staff Training

**Account Number**

97-00-2200-580-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

580 - Staff Travel

**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**

Int. / Secondary LETRS PD

**Budgeted Expenditures in SFY 2021** \$10,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Int. / Secondary LETRS PD - professional development training for our staff so that they can implement our reading intervention tool to help students recover from learning loss.

Line Item ID: 352-3-0013

**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**

Supplies

**Account Number**

97-00-1000-610-00

**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**

Apple VPP Credit

**Budgeted Expenditures in SFY 2021** \$4,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Apple VPP Credit - the purchase of digital app and resources for students who need to use a digital platform due to COVID-19

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Staff Training

**Account Number**

97-00-2200-580-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

580 - Staff Travel

**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**

Summer Professional Development

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Summer Professional Development - supporting our teachers on reading/math and other instructional strategies to help students with learning loss due to COVID-19

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Staff Training

**Account Number**

97-00-2200-580-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

580 - Staff Travel

**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**

Pathways Training

**Budgeted Expenditures in SFY 2021** \$28,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$28,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Pathways Training - supporting our teachers on reading and other instructional strategies to help students with learning loss due to COVID-19

Line Item ID: 352-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salaries-Summer School

**Account Number**

97-00-1000-110-00

**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 - staff

**Budgeted Expenditures in SFY 2021** \$44,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$44,000**Status**

Task Force Review

**Line Item Comment from KSDE**

KSDE comments from excel spreadsheet: Applicant response via phone: This is an accurate expenditure from summer 2021 Summer School project (staff, student and dates included in ESSER II application)

Line Item ID: 352-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salaries

**Account Number**

97-01-1000-110-00

**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**

Additional Math Teacher - Support

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

**Budgeted Expenditures in SFY 2022** \$59,100

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$59,100

**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Additional Math Teacher - Support to help students with learning loss due to COVID

Line Item ID: 352-3-0018

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salaries

**Account Number**

97-01-1000-110-00

**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**

Additional English Teacher - Support

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

**Budgeted Expenditures in SFY 2022** \$60,000

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$60,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Additional English Teacher - Support to help students with learning loss due to COVID.

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Preschool Salaries-ESSER III

**Account Number**

97-03-1000-561-00

**Function Code**

1000 - Instruction

**Object Code**

561 - To Other LEA's Within the State

**Allowable Use**

12 - 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 Preschool Support

Similar to additional Counselor, Math, and ELA instructors, we believe giving our pre-K students additional supports to provide for additional learning opportunities due to the learning loss associated with COVID-19 is critical. Specifically our Pre-K program is high at-risk students who we are working hard to prepare and have them Kindergarten ready which is one of the focus area's of KSDE.

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

**Budgeted Expenditures in SFY 2022** \$45,000

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$45,000

**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**

HS Guidance Counselor

**Account Number**

97-01-2120-110-00

**Function Code**

2120 - Guidance 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**

Additional Secondary Counselor Support

Due to the impact on the Social-Emotional needs of our students during the Pandemic, we have a seen more and more students who are needing Mental Health and counseling services. The impact on students and families in the day to day structures of their lives due to the pandemic cannot be measured, but we see it is our schools and our 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>	<u>\$60,000</u>

**Status**

Task Force Review

Line Item ID: 352-3-0021

**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**

Elementary Guidance Counselor

**Account Number**

97-04-2120-110-00

**Function Code**

2120 - Guidance 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**

Additional Elementary Counseling Support

Due to the impact on the Social-Emotional needs of our students during the Pandemic, we have a seen more and more students who are needing Mental Health and counseling services. The impact on students and families in the day to day structures of their lives due to the pandemic cannot be measured, but we see it is our schools and our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$47,400
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$47,400</u>

**Status**

Task Force Review

Line Item ID: 352-3-0022



**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**

Upkeep of Buildings

**Account Number**

97-3-2630-460-00

**Function Code**

2630 - Care and Upkeep of Grounds

**Object Code**

460 - Repair of Buildings

**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**

Central HVAC Upgrade

<b>Budgeted Expenditures in SFY 2021</b>	\$928,618
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$928,618</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Description from excel spreadsheet: Central HVAC Upgrade - We have no HVAC at our Early Childhood Center and need a few air system that provides a healthy environment for kids. We have to be able to bring in fresh air continually through an up to date system.

Line Item ID: 352-3-0023

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Classified Salaries-Summer School

**Account Number**

97-00-1000-120-00

**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 - staff

**Budgeted Expenditures in SFY 2021** \$20,350**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,350**Status**

Task Force Review

**Line Item Comment from KSDE**

KSDE staff comments from excel spreadsheet: Applicant response via phone: This is a continuation of ESSER I and ESSER II project.

Line Item ID: 352-3-0024

**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**

Social Security

**Account Number**

97-00-1000-220-00

**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 - staff

**Budgeted Expenditures in SFY 2021** \$5,566**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,566**Status**

Task Force Review

**Line Item Comment from KSDE**

KSDE staff comments from excel spreadsheet: Applicant response via phone: This is an accurate expenditure from summer 2021 Summer School project (staff, student and dates included in ESSER II application).

Line Item ID: 352-3-0025

**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**

Unemployment

**Account Number**

97-00-1000-290-00

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**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 - staff

<b>Budgeted Expenditures in SFY 2021</b>	\$64
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$64

**Status**

Task Force Review

Line Item ID: 352-3-0026

**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**

Social Security

**Account Number**

97-01-1000-220-00

**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 Math Teacher - Support

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,112
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$5,112

**Status**

Task Force Review

Line Item ID: 352-3-0027

**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**

Unemployment

**Account Number**

97-01-1000-290-00

**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**

Additional Math Teacher - Support

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$59**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$59**Status**

Task Force Review

Line Item ID: 352-3-0028

**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**

Insurance

**Account Number**

97-01-1000-213-00

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

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

Additional Math Teacher - Support

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$749**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$749**Status**

Task Force Review

Line Item ID: 352-3-0029

**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**

Insurance

**Account Number**

97-04-2120-213-00

**Function Code**

2120 - Guidance Services

**Object Code**

213 - Health and Accident 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**

Additional Elementary Counseling Support

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$8,400**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,400**Status**

Task Force Review

Line Item ID: 352-3-0030

**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**

Life Insurance

**Account Number**

97-04-2120-214-00

**Function Code**

2120 - Guidance Services

**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**

Additional Elementary Counseling Support

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$53**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$53**Status**

Task Force Review

Line Item ID: 352-3-0031

**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**

Social Security

**Account Number**

97-04-2120-220-00

**Function Code**

2120 - Guidance 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**

Additional Elementary Counseling Support

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,100**Status**

Task Force Review

Line Item ID: 352-3-0032

**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**

Unemployment

**Account Number**

97-04-2120-290-00

**Function Code**

2120 - Guidance Services

**Object Code**

290 - Other Employee Benefits

**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**

Additional Elementary Counseling Support

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$47**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$47**Status**

Task Force Review



# ESSER III APPLICATION FOR D0361

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>
Chaparral Schools	124 N Jennings, Anthony, KS 670030486	Box 486, Anthony, KS 670030486
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Josh Swartz	josh@usd361.org	(620) 842-5183

## 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>
Josh Swartz	Superintendent	josh@usd361.org	(620) 842-5183
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Barbara Muse		barbaram@usd361.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Robyn Liebelt		robynl@usd361.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://docs.google.com/document/d/e/2PACX-1vTKgsA8pHDm3ivfA6sEZcwHeZSPX5\\_4ZszpoFhZk6tjkFw0T3IlwY9RUqGGorGwNlcmn97Xm4pADxak/pub](https://docs.google.com/document/d/e/2PACX-1vTKgsA8pHDm3ivfA6sEZcwHeZSPX5_4ZszpoFhZk6tjkFw0T3IlwY9RUqGGorGwNlcmn97Xm4pADxak/pub)

## 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?**

COVID-19 infection rates in our community and across the region guide the mitigation and prevention strategies. Currently, maintenance and custodial processes are a high focus in regards to effectiveness of surface and air quality. Guidance from our community also influences the reopening of schools as the culture and social structures change with COVID-19 infection rates. The intention remains that classrooms and buildings need to be safe and clean.

## 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



## Idea Hunt

The feedback from the idea hunt provides a relevant look into the interests and focuses of students even though the project took place during the 2020-2021 school year. The general concept is to have an idea hunt where students submitted their solutions to the 3 following questions: "How might we build better relationships between all people who learn and work in our school building?", "How might we create a school culture in which students want to participate in school activities and/or athletics?", and "What is one thing that could be done to make all students feel included and valued?"

52 ideas were collected with about 17 ideas per question. These ideas passed through a side by side voting process until the top ideas were identified, which focused on time and strategy development for relationship work along with a theme of creating a school day with more time for informal conversation time.

The connection to the ESSER 3 plan flows through the importance of using supplies and staff time to build on a school day that builds on a positive use of school time for students.

## Journey to Yes Interview

Four students were interviewed in connection to a communication and marketing project for the school district. The four students represented both students currently in school that were both involved and then not so involved and two more that were recent graduates. The consistent theme from all respondents connected to the continuation of the personalized learning options.

## Key Summary Points

Student to student & staff to student relationships, personalized learning

## Families

### Climate Survey

Each year since the 2019-2020 school year a climate survey has been administered to families, staff and students in January. There are 6 core areas including trust, bullying, drug use, safety, learning expectations and resilience. Of each of those areas bullying is the one area where the parent voice is not in alignment with staff perceptions. This takeaway also aligns with both behavior and mental health supports that arose from the ESSER 3 survey.

### ESSER 3 Survey

As of June 13, 2022 98 parents, staff and community placed responses to the survey that was a copy of the survey shared in the KSDE ESSER 3 toolkit. Of a district with 800 students, approximately 425 families and a grand total community population of 3,000; this is a very rough estimate of about a 14% response rate. The key topics that received the most consistent "Very Important" and "Important" ratings for families were mental health, behavior and academic support. This concern aligns with the 2021-2026 strategic plan of continued improvement in the area of MTSS.

## Key Summary Points

Safety, academic performance and behavior support.

## School and District Administrators including Special Education Administration

## SCKSEC Admin Meeting Notes

USD 361 is a member of the South Central Kansas Special Education Cooperative (SCKSEC #605) along with 14 other districts. Administrators discussed this topic in February 2022 and the key points shared connected to the ability to hire paras and the possibility of having high school students gain training enabling them to be a para once they graduate. Auditory processing concerns were shared connecting to the ability to verbal learning abilities. STEM and summer camp ideas were also discussed.

### Key Summary Points

Staff retention and recruitment which also connects to the special education cooperative being connected culturally with the local school districts.

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

### Idea Hunt

During the 2021-2022 school year in connection with developing a 5 year strategic plan, staff had the opportunity to provide ideas as part of an "Idea Hunt". The hunt collected 21 ideas where 5 "How might we..." question stems were used. Those questions were "HMW improve trust?", "HMW be a place where everyone want to be?", "HMW design innovative celebrations?", "HMW gain community support for increased funding of district goals and objectives?", and "HMW increase our academic opportunities that compete with the top schools in Kansas".

Once the ideas were collected, staff had the opportunity to chip vote by placing up to 25 chips for each of the 5 categories on whichever idea best aligned with their goals and objectives. 2 key ideas were selected for movement into the strategic planning work which were called "Up the Color" and "Celebration Space". The overall theme of the ideas related to climate and culture in building the positive atmosphere for students.

### Principal and teacher feedback

Finding ways to keep staff engaged so they stay in the district which also connects to recruitment and "grow your own" type programs. The para to teacher scholarship plan that started using ESSER II dollars is working and would want to continue this program.

The district has worked with TASN on our MTSS implementation the past 3 years and the continued focus on implementation remains a goal. The current work on strengthening Tier 1 instruction for reading specifically is the focus for 2022-2023 along with the growth of data driven conversations at the classroom teacher community level.

### Journey to Yes Interview

Stay connected with other educators, raise achievement, keep a focus and when a change occurs communicate it.

### Key Summary Points

Stay focused on MTSS implementation and continue to find ways to engage staff through their own passions.

## **Tribes**

### Journey to Yes Interview

Inclusivity is a challenge which connects to the overall acceptance of students and families from different backgrounds. The bias that exists is taught through generations and takes a concerted effort to change.

### General Parent Feedback

Approximately 4% of the student population is designated as American Indian or Alaskan Native. The themes of concerns as well as celebrations flow through the lens of equity, inclusiveness and opportunity.

### Key Summary Points

Focus on strategies that build inclusiveness and acceptance. This includes processes that focus on learning data away from the personal connections that may exist that drive the support for students.

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

### Specific feedback from students and/or organizations

The google form that was open to families had a high consistency response around supporting academic interventions. Of the 107 responses (6/14/22); 8 respondents identified with children with disabilities, or ELL or a child in foster care.

Anecdotal evidence from the past year from staff also shows the concern with a lack of acceptance and empathy. Several instances arose over the past 12 months that demonstrate the need to improve on acceptance. There are many programs in place to support character education, however, the need to continue the improvement pattern exists.

Contact with the Disability Rights Center of Kansas was not returned by the time of this submission, however, will continue to connect with organizations to stay abreast of current needs and trends for students and families with disabilities.

### Key Summary Points

Continued work on empathy and acceptance; academic and behavior supports.

## **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**

Additional info added on 7/28/22

The district currently does not have any homeless students and between 3 and 10 migrant students at any given time. After consulting with our migrant recruiter, the key barriers are learning the English Language and engaging parents in the education of their children. The district sees these same areas with goals of improving in both language proficiency and parent engagement.

-----

Additional info added on 7/13/22

Of these 7 responses, 4 were from parents with children with disabilities, 1 from a parent that has English as a second language, 1 from a parent that is underserved, and 1 from a parent for a child in foster care.

-----

7 respondents on our survey matched this area with similar concerns regarding academic achievement and behavior. A specific concern was shared regarding students that don't qualify for special education, however, are in need of support. Even with the current MTSS model in place, more needs to be done.

#### Key Summary Points

Academic intervention support  
Expanded behavior and social emotional support

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

A google form is open for families to complete.

#### Key Summary Points

Academic and behavioral supports  
Overall mental health monitoring and support  
School safety

### **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 2020-2021 school year started for 2 weeks in the hybrid model with half the student population onsite and the other half attending virtually. Once that 2 week window was complete, full onsite with restrictions of masking and social in place. During the end of October 2020, Anthony Elementary did Remote Learning for 3 weeks, then in January 2021 Chaparral Jr/Sr High had a week of Remote Learning.

The 2021-2022 school year had one day for Anthony Elementary where there was no school because of a shortage of staff. During the 2021-2022 school year, antigen testing took place through December. Students that were exposed to a positive test were able to attend provided the daily testing took place.

With an English Learner population making up 7% of the student population, poverty at 15% (direct assistance) and free / reduced at 60% the goal was to remain onsite as much as possible. During the spring of the 2019-2020 school year when full remote learning was taking place, special education, ELL, and low income families were the most impacted. This evidence was noted specifically through Fastbridge Math and Reading scores taken during the fall of 2020.

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

Summer learning and summer enrichment are two of the key components in our plan. The district has a comprehensive after school program through Title IVA that will also receive additional support with ESSER funds.

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

Several HVAC units are in the plan for replacement. The units are older and not equipped with air filtration systems capable of removing viruses and other particles from the air.

**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.**

Continued work with the MTSS TASN team, which is currently in year 3. The current focus is on the use of data and individualized student intervention impact.

ELL staff were added with ESSER 2 funding and would continue through the ESSER 3 window.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$1,575,625	\$0	\$1,575,625
Approved Total	\$0	\$0	\$0
Amount Left	\$1,575,625	\$0	\$1,575,625
In Review Total	\$1,565,625	\$0	\$1,565,625
Amount Left	\$10,000	\$0	\$10,000

	20% Minimum
ESSER III Allocations	\$315,125
Approved Total	\$0
Amount Still Needed	\$315,125
In Review Total	\$368,477
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
361-3-0002	Direct	False	1000	650	9	\$110,000	Task Force Review
361-3-0003	Direct	False	1000	650	9	\$105,000	Task Force Review
361-3-0004	Direct	False	1000	610	4	\$116,193	Task Force Review
361-3-0005	Direct	False	2500	111	16	\$90,000	Task Force Review
361-3-0006	Direct	False	1000	111	4	\$138,455	Task Force Review
361-3-0007	Direct	False	1000	300	16	\$120,000	Task Force Review
361-3-0008	Direct	False	1000	111	11A	\$102,000	Task Force Review
361-3-0009	Direct	False	1000	111	16	\$316,500	Task Force Review
361-3-0010	Direct	False	2200	111	4	\$99,000	Task Force Review
361-3-0011	Direct	True	1000	111	12	\$160,000	Task Force Review
361-3-0012	Direct	True	1000	300	12	\$70,000	Task Force Review
361-3-0013	Direct	True	1000	610	4	\$38,477	Task Force Review
361-3-0014	Direct	True	1000	111	11A	\$100,000	Task Force Review

## Line Item Details

Line Item ID: 361-3-0002

**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 Instructional Technology  
Supplies**Account Number**

81-1000-650-000

**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**

PK-4 Devices // Additional info added on 6/21/22 for SFY 2023 replacement of PK-4th personal technology devices (iPads). Remote learning increased the breakage and usage rate of current device inventory.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$110,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0003

**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 Instructional Technology  
Supplies**Account Number**

81-1000-650-000

**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**

7-12 Devices // Additional info added on 6/21/22 SFY 2024 replacement of 7th to 12th personal technology devices (Chromebooks). Remote learning increased the breakage and usage rate of current device inventory.

<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>	\$105,000
<b>Total Expenditures</b>	\$105,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0004



**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#3 Instructional Supplies

**Account Number**

81-1000-610-000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

General Instructional Supplies // Additional info added on 6/21/22 that this expense is for additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions.

<b>Budgeted Expenditures in SFY 2021</b>	\$29,185
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$47,008
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	\$116,193

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0005

**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 Licensed Technology Staff

**Account Number**

81-2500-111-000

**Function Code**

2500 - Central 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**

Technology Integration Support // additional information added on 6/22/22: Additional technology integration support in order to best utilize technology purchased to support student learning. The integration of purchased technology is only as strong as the skill set of the staff using the technology. This role improves the effectiveness of the purchased technology and web-based instructional tools. The tech integration support role impacts learning loss by supporting the classroom teacher in guidance and coaching to best use the technology while at the same time implementing the MTSS model. This role also supports families in using technology while away from school. Low income families benefit from this support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$90,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER#3 Licensed Instructional Staff

**Account Number**

80-1000-111-000

**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**

3 FTE Guest Teachers // additional information added on 6/22/22: 3 FTE Guest Teachers @ \$31,000 per teacher. Hiring 2 full time guest teachers (substitutes) matches with research that 85% of the school days have at least 2 guest teachers in the district. The remaining 15% of the time would be used to support classroom enrichment/intervention work. Learning loss occurs when the regular teach is not in the classroom with this solution reducing the stress and strain on struggling learners.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$45,455
<b>Budgeted Expenditures in SFY 2023</b>	\$93,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$138,455

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0007

**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 Professional Development

**Account Number**

80-1000-300-000

**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**

Para Educator Scholarships // additional information added on 6/22/22 Para educator scholarships where college tuition is reimbursed for staff members working to complete their teaching degree. The estimated cost per staff member is approximately \$8,000 with this funding covering at least 3 staff.

<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>	\$60,000
<b>Total Expenditures</b>	<u>\$120,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0008

**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 Licensed Instructional Staff

**Account Number**

80-1000-111-000

**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**

Extended School Year // Additional information added on 6/22/22: Extending the school year for a prorated number of days or hours per year as the cost of operation is \$20,000 per day. This cost includes all staffing required when the school is in operation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,000
<b>Budgeted Expenditures in SFY 2023</b>	\$70,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$102,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. If this a summer school program, please provide the number of staff members, anticipated number of students and the duration of the summer program.

Line Item ID: 361-3-0009

**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 Licensed Instructional Staff

**Account Number**

80-1000-111-000

**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**

Retention Pay // Additional information added on 6/22/22: Retention pay where \$500 is paid to each staff member for work prior to the semester they are about to begin. Payments in December and August. This payment is for approximately 155 staff. For the SFY 2022 a portion of the funding is shared with ESSER 2.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$37,500
<b>Budgeted Expenditures in SFY 2023</b>	\$201,500
<b>Budgeted Expenditures in SFY 2024</b>	\$77,500
<b>Total Expenditures</b>	<u>\$316,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding the incentive, the number of staff to be paid (reported in categories if applicable), the premium pay amount(s) and the anticipated payment date.

Line Item ID: 361-3-0010

**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 Licensed Instructional Staff

**Account Number**

80-2200-111-000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Teaching & Learning Facilitator // Additional information added on 6/22/22: Facilitator role responsible for supporting MTSS protocol implementation, facilitating learning data conversations specifically focusing on behavior, math and reading, and work closely with building teams and existing mental health team to support alignment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$33,000
<b>Budgeted Expenditures in SFY 2023</b>	\$66,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$99,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER#3 Licensed Instructional Staff

**Account Number**

80-1000-111-000

**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**

ELL Program (Paras & Teacher Specialist) // Additional information added on 6/22/22 ESOL learner support by adding 2 teacher specialists along with 2 para educators.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$160,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$160,000</u>
---------------------------	------------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0012



**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 Professional Development

**Account Number**

80-1000-300-000

**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**

Evidence based intervention strategy professional learning opportunities // Additional information added on 6/22/22:  
Additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional  
content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions for ELL & Economically  
Disadvantaged students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. For the 20% Set-Aside for the Learning Loss, please provide information on which student population sub-group will be addressed due to COVID-19.

Line Item ID: 361-3-0013

**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 Instructional Supplies

**Account Number**

80-1000-610-000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Intervention supplies and materials // Additional information added on 6/22/22 Additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions. These would support students low in math and reading 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>	\$14,545
<b>Budgeted Expenditures in SFY 2024</b>	\$23,932
<b>Total Expenditures</b>	<u>\$38,477</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0014

**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 Licensed Instructional Staff

**Account Number**

80-1000-111-000

**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**

Summer School // Additional information added on 6/22/22: Summer learning opportunities where students identified as at-risk through Fastbridge screening data, attendance data and classroom performance would gain additional learning support. This funding allows up to 400 students per summer to receive up to 20 hours of instruction in small groups of 4 to 5.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. Please provide the number of staff members, anticipated number of students and the duration of the summer program.

# ESSER III APPLICATION FOR D0379

**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>
Clay County	807 Dexter, Clay Center, KS 674320040	PO Box 97, Clay Center, KS 674320097
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brett Nelson	brettnelson@usd379.org	(785) 632-3176

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Andrea Gibson	Business Manager	andreagibson@usd379.org	(785) 632-3176

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Brett Nelson	brettnelson@usd379.org

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
Jaclyn Pfizenmaier	jaclynpfizenmaier@usd379.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.usd379.org/o/usd-379/page/school-specific-plans-info>

## 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 ESSER I and ESSER II resources were used immediately over the past 19 months to mitigate the spread of the virus through the Covid-19 Pandemic including the extensive purchase of masks for our students and staff, expensive temperature scanners and logging technology, student and staff technology of macbooks, ipads and technology needs to work through both synchronous learning and asynchronous learning as well as cleaning materials for our Buses, Food Service, and Academic services.

The focal point of our ESSER III resources have been presented in this application to continue the great work of our staff to maintain in-person instruction as we have consistently throughout the 20-21 school year and so far the 21-22 school year. This has been done with direct and diligent leadership by our teachers and administrators with an outstanding implementation of our Test to Stay programs and mitigation strategies.

Our resources outlined in our ESSER III application are intended to have the most direct impact on our students along with a purposeful effort to recruit and retain staff members in order to facilitate, support and help fill in the tremendous gaps realized from the school shut down.

Our ESSER III budget includes a line item that adds up to date HVAC that will allow us to take a 35 year old boiler off line and add HVAC units that will bring in the appropriate amount of outside air into all learning spaces. Additionally, the addition of outdoor learning equipment that will allow our staff to take their students outside, socially distance and mitigate 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

In developing our ESSER plan for our students, we conducted a survey and hosted focus groups with student leadership groups and student councils to determine their highest levels of need for pandemic related instruction and support. We also obtained feedback from our older students as it related to their loss of learning and our options for credit recovery and additional support. When our general ESSER survey went out, "students" was a category that could be selected as a group of representation and the data analyzed. Options for credit recovery and "extra help" to bring failing grades back that resulted from absences was their largest concern.

### Families

In developing our overall ESSER plan for our families, we have worked closely with our families in developing our ESSER III support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. We also engaged every building's site council groups for their feedback. 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:  
53.8% expressed a desire for summer learning, credit recovery options and additional tutoring/instruction options.  
46% of stakeholders expressed interest in after school tutoring programs.  
46% of stakeholders expressed a desire for more professional development for teachers. 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:  
53% of stakeholders expressed a focus on Summer Learning  
46% of stakeholders expressed interest in after school tutoring programs.  
46% of stakeholders expressed a desire for more professional development for teachers.  
You will see that this information plays a prominent role in our ESSER plan.

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

COVID-19 has put a tremendous amount of strain on all of our systems. Weekly meetings with our Health Department to discuss Strategy and collaboration.

Weekly meetings with the USD 379 Administrative Team.

Monthly Meetings with the full Board of Education.

Monthly site council meetings at all buildings.

Regular meetings with classified council and CCEA.

Regular meetings with our special education directors and co-op board.

Surveys that went out to the entire district, chamber of commerce, local advocacy clubs, site councils and state/national advocacy groups.

## **Tribes**

We sent out a survey that allowed participants to indicate which best describes them as well as which components they feel best represents them. We encouraged them to mark all that apply which helped to broaden the representation. We also sent the survey to the Absentee-Shawnee Tribe of Indians.

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

We sent out a survey that allowed participants to indicate which best describes them as well as which components they feel best represents them. We encouraged them to mark all that apply which helped to broaden the representation. We also sent the survey to the ACLU.

## **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 sent out a survey that allowed participants to indicate which best describes them as well as which components they feel best represents them. We encouraged them to mark all that apply which helped to broaden the representation. We also engaged our Special Education Coop leaders, administrators and teachers. Our homeless liaison and foster care coordinator were also given an opportunity to provide feedback. Our homeless liaison and foster care coordinator had individual conversations with our homeless families. Our at-risk coordinator and building principals specifically engaged families with children who had excessive absences and/or had not yet returned to school.

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

We sent out a survey to parents, community members, chamber of commerce, site council's and economic development group. This allowed participants to indicate which best describes them as well as which components they feel best represents them. It was also discussed at multiple board meetings should patrons have questions or concerns related to the specific items discussed. The survey was also available on our website and social media. We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support 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 most recent data from the January 2022 KCTC survey reports the following: 37% of our high school students felt sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. 48% of our senior class reported this hopeless feeling as well. 24% of our middle school students have seriously thought about killing themselves, while 38% of high school students report this concern. Of the 18 details under the suicide thoughts, we have 11 of them over the stage average. With regard to making a plan about how you would kill yourself, 30% of our high school students indicated yes. Up from 25.2% in the previous two years. Our risk factors indicate an increase in participation from 2021 to 2022: low commitment to school, academic failure, favorable attitudes to antisocial behavior, parent favorable attitude to antisocial behavior, favorable attitudes to drugs, perceived availability of drugs, and peer drug use. In addition, 18% of our secondary students reported they have worried that their family will run out of food before they obtain more money (paycheck/payment, etc). 13% of our students report they have skipped meals because their family did not have money.

From August 2020 to April 1st, 2021 our students have a total of 3,341 days in quarantine (either because they were positive or they were in close contact). From August of 2021 to April of 2022 our students have a total of 4302.32 days in quarantine (either because of positive case or close contact).

Failing students at the middle school level is up from 1% to 7% comparing 19-20 to 20-21 school year. Our high schools are up from 10% to 17%. Up to 37% learning loss was demonstrated when comparing literacy/reading screening data from January 2020 to September 2020. Up to 20% learning loss was demonstrated when comparing math screening data from January 2020 to September 2020. We have made gains in the learning loss department, but have seen an increase in falling behind cohorts at our secondary level. We attribute this to not only learning loss but SEL needs.

Our panorama survey this year reports: Areas of concern were the same for both groups of students (3-5 and 6-12). With regard to emotional regulation, only 47% of the 3rd-5th as well as the 6th-12th report the ability to emotionally regulate. With regard to perseverance/grit, 49% of our 3rd-5th grade students and 46% of our 6th-12th grade students report success in this area.

Although we do not have our official drop out rate compiled, this has been a problem with our most at-risk students who feel lonely, behind, and are struggling at home (parents without jobs, students needing to work to support family, and a heavy increase in mental illness). Our data indicates that these increased numbers are a direct result of the pandemic.

This year 21-22, our homeless number of students is at an all time high. With 1300 students, we typically have only 1 or 2 students identified as homeless. This year we have had between 12 and 15 at any point during the school year (some have come and went). We specifically targeted this group of students and recruited them to attend our summer learning programs at the elementary, middle and high school level. We also analyzed our attendance data, specifically recruiting students with special needs and at-risk factors to attend our summer learning programs that are targeted to address learning loss.

**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)**

## Addressing Learning Loss through Summer Learning and Extended Day Services:

We will run a three system approach for our summer learning.

For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend.

For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend.

For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation.

## Comprehensive School Programming:

This will include the use of a Student Learning Management System, Schoology to be specific. This system allows for us to post learning tools and assignments for our students onto the system. When a student is gone, needing to regroup and catch up or is needing personalized learning we will be able to use this tool. Parents also have access so they can see what assignments their student is turning in and also a communication platform between home and school. This is a valuable resource to students and parents who are quarantined.

We will be investigating an SEL framework for our entire district. We will continue to investigate the following: Top 20, Capturing Kids Hearts and Leader in Me. Once one is selected, we will implement this with a staff focus first followed by student/parent implementation.

We will also be implementing the Panorama dashboard. This allows for us to give our students an SEL formatted survey. The survey is specific to skills we are focusing on: Grit, Perseverance, Relationships and Self-Regulation. This will also talk to our SIS system and bring in our attendance data, SEL survey data, behavior data and academic data. We can see the whole picture of a student and also place intervention tools in place. A playbook of specific tools for intervention, small group lessons, and tier support is part of the dashboard. This program allows us to disaggregate our student data specifically looking at special populations.

We will also be completing a comprehensive needs assessment and putting professional development into place to support our students. This will be focused on SEL support, instructional interventions, personalized learning and project based learning training.

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



Other items include a full time substitute (2x) for us to utilize for staff that are absent as a result of COVID 19.

We will utilize outdoor learning spaces in our plan. This will allow for continued spreading out and safe places to continue educating our students.

We will update the HVAC that will allow us to take a 35 year old boiler off line and install units that bring in outside air.

We will also plan for retention incentives to continue keeping our staff at this difficult time. All staff who agree to return and continue working will be given a \$1,000 retention incentive for the next three 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.**

We will utilize a variety of data points. We will look at them as a whole, by building, grade level and by subgroup (including special populations).

Kansas Communities that Care Data/Panorama Survey

Aims Web data

Attendance

Failing grades

Behavior Referrals

State Assessment Scores

ACT scores

Graduation Rate/Dropout Rate

USD 379 is committed to promoting, supporting and implementing effective instructional strategies, activities, and innovations throughout the Pandemic and beyond. Fiscal resources have been proposed to provide professional learning opportunities to help bridge the gap in learning loss. Professional Development is provided to meet state requirements, district and building needs, as well as individual goals for both certified and classified staff members. USD 379 was able to successfully implement 1:1 device for all students when the COVID pandemic closed schools in March 2020 and utilizing ESSER funding has allowed us the opportunity to maintain devices and purchase new devices that were previously in carts for our 1 to 1 initiative.

USD 379 works diligently with these ESSER III resources to provide a standard aligned curriculum for students in all grades. Programs are selected based on multiple factors including a focus on standards, identified local needs, and staff feedback. Need-specific programs are offered to support student learning and equip our teachers with the skills necessary to implement their usage. Resources utilized in the learning environment include, but are not limited to, PowerSchool, Edgenuity, Schoology, and various applications. Accessibility is provided to all learners through a single sign-on program (SSO) for a majority of these resources.

Much of the challenges related to the pandemic also impact the maintenance of long-range plans for educational needs, finances, technology, facilities, and transportation. Stakeholder feedback and input is received through various avenues including, but not limited to, Community Facility Group, Site Councils, Teacher and Student Leadership groups, and Parent Organizations.

District resources are effectively managed and allocated based on internal data and changes in external factors. The mission of USD 379 is at the forefront as key resources are identified and provided for our staff and students. USD 379 identifies and prioritizes our needs based on stakeholder input. Our primary focus centers around the goals of the district which includes safety, student growth, and development. Resources are allocated, adjusted based on needs, and protected, while still maintaining fiscal responsibility. We are committed to making our system as effective and efficient as possible. USD 379 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 exceptionalities, students experiencing homelessness, children in foster care, and migratory students, by continuing to monitor progress. This progress will continue to be monitored through online curricular resources, Aimsweb assessment screeners, and interim district assessments for lead measurement, in addition to state assessment data for our lagging indicators. Continued use of the Family Engagement surveys will provide horizontal data from previous years in addition to our KCTC (Kansas Communities that care) surveys for a qualitative measure of our progress as a district that aligns to our district accreditation.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,658,389	\$0	\$1,658,389	ESSER III Allocations	\$331,678
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,658,389	\$0	\$1,658,389	Amount Still Needed	\$331,678
In Review Total	\$1,508,389	\$0	\$1,508,389	In Review Total	\$534,973
Amount Left	\$150,000	\$0	\$150,000	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
379-3-0001	Direct	False	1000	290	16	\$10	Task Force Review
379-3-0002	Direct	True	1000	290	11A	\$20	Task Force Review
379-3-0003	Direct	True	2400	220	11A	\$1,224	Task Force Review
379-3-0004	Direct	True	2400	290	11A	\$2	Task Force Review
379-3-0005	Direct	True	2710	220	11A	\$1,200	Task Force Review
379-3-0006	Direct	True	2710	290	11A	\$2	Task Force Review
379-3-0007	Direct	True	1000	120	11A	\$924	Task Force Review
379-3-0008	Direct	True	1000	290	11A	\$2	Task Force Review
379-3-0009	Direct	True	1000	220	11A	\$1,262	Task Force Review
379-3-0010	Direct	True	1000	290	11A	\$2	Task Force Review
379-3-0011	Direct	True	1000	610	11A	\$1,000	Task Force Review
379-3-0034	Direct	False	1000	110	16	\$82,664	Task Force Review
379-3-0036	Direct	True	1000	110	11A	\$180,200	Task Force Review
379-3-0037	Direct	True	1000	110	11A	\$24,471	Task Force Review
379-3-0038	Direct	True	1000	110	11A	\$9,696	Task Force Review
379-3-0040	Direct	True	1000	120	11A	\$61,250	Task Force Review
379-3-0041	Direct	True	1000	120	11A	\$5,540	Task Force Review
379-3-0042	Direct	False	1000	210	16	\$30,480	Task Force Review
379-3-0043	Direct	False	1000	220	16	\$6,846	Task Force Review
379-3-0045	Direct	True	1000	220	11A	\$18,640	Task Force Review
379-3-0046	Direct	True	1000	220	11A	\$2,103	Task Force Review
379-3-0047	Direct	True	1000	300	10	\$65,000	Task Force Review
379-3-0048	Direct	False	1000	300	12	\$150,000	Task Force Review
379-3-0049	Direct	False	1000	610	8	\$15,000	Task Force Review
379-3-0050	Direct	True	1000	610	10	\$28,389	Task Force Review
379-3-0051	Direct	False	1000	610	12	\$14,000	Task Force Review
379-3-0052	Direct	False	1000	610	13	\$100,000	Task Force Review
379-3-0053	Direct	True	1000	610	11A	\$68,584	Task Force Review
379-3-0054	Direct	True	1000	610	11A	\$3,000	Task Force Review
379-3-0057	Direct	True	2100	120	11A	\$10,000	Task Force Review

379-3-0063	Direct	True	2400	120	11A	\$14,125	Task Force Review
379-3-0069	Direct	True	2710	120	11A	\$14,337	Task Force Review
379-3-0071	Direct	True	2710	626	11A	\$24,000	Task Force Review
379-3-0074	Direct	False	2500	110	16	\$330,000	Task Force Review
379-3-0075	Direct	False	2500	120	16	\$203,100	Task Force Review
379-3-0076	Direct	False	2500	220	16	\$40,782	Task Force Review
379-3-0077	Direct	False	2500	290	16	\$534	Task Force Review

## Line Item Details

Line Item ID: 379-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Substitute Unemployment

**Account Number**

90 E 1000 290 0000 007

**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**

Full Time Substitute to help cover vacant positions left as a result of COVID. This account is for unemployment withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5
<b>Budgeted Expenditures in SFY 2023</b>	\$5
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Other items include a full time substitute (2x) for us to utilize for staff that are absent as a result of COVID 19."

Line Item ID: 379-3-0002

**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**

Elementary Summer Other

**Account Number**

90 E 1000 290 0000 900

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**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**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for unemployment withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10
<b>Budgeted Expenditures in SFY 2023</b>	\$10
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$20

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0003

**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**

Elementary Summer Social Sec

**Account Number**

90 E 2400 220 0000 900

**Function Code**

2400 - Support Services (School Administration)

**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**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This code is for federal withholdings for the secretaries in the school offices during this program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$574
<b>Budgeted Expenditures in SFY 2023</b>	\$650
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,224</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0004

**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**

Elementary Summer Other

**Account Number**

90 E 2400 290 0000 900

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

290 - Other Employee Benefits

**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**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for unemployment withholdings for the secretaries in the offices during the program dates.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0005

**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**

Elementary Summer Bus Social S

**Account Number**

90 E 2710 220 0000 900

**Function Code**

2710 - Vehicle Operation

**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**

Our summer learning programs for elementary, middle, and high schools are targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We are providing transportation to and from. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for federal withholdings for bus drivers on staff during summer learning

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$590
<b>Budgeted Expenditures in SFY 2023</b>	\$610
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,200</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0006



**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**

Elementary Summer Bus Other

**Account Number**

90 E 2710 290 0000 900

**Function Code**

2710 - Vehicle Operation

**Object Code**

290 - Other Employee Benefits

**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**

Our summer learning programs for elementary, middle, and high schools are targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We are providing transportation to and from. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for federal unemployment withholdings for bus drivers on staff during summer learning

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$1
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$2
---------------------------	-----

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0007

**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**

High School Summer Classified

**Account Number**

90 E 1000 120 0000 902

**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**

Our high school program is targeted to reach our USD 379 high school students that have failed a course or are behind their cohort class for various reasons, such as being part of a vulnerable population or an at-risk/subgroup population. We have removed barriers by providing transportation to and from as well as breakfast and lunch. Our program is for three weeks, full day programming. Each student is assigned specific course work to obtain credit and also they are assigned to a community/career project. Additionally they took part in a post-secondary campus visit. All students were personally invited by the counselor team and they also called each parent to invite the student. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for salaries for paraprofessional and aides on staff during program weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$462
<b>Budgeted Expenditures in SFY 2023</b>	\$462
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$924</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation."

Line Item ID: 379-3-0008

**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**

High School Summer Other

**Account Number**

90 E 1000 290 0000 902

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**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**

Our high school program is targeted to reach our USD 379 high school students that have failed a course or are behind their cohort class for various reasons, such as being part of a vulnerable population or an at-risk/subgroup population. We have removed barriers by providing transportation to and from as well as breakfast and lunch. Our program is for three weeks, full day programming. Each student is assigned specific course work to obtain credit and also they are assigned to a community/career project. Additionally they took part in a post-secondary campus visit. All students were personally invited by the counselor team and they also called each parent to invite the student. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for federal unemployment withholdings for staff working the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation."

Line Item ID: 379-3-0009

**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**

Middle School Summer Social Se

**Account Number**

90 E 1000 220 0000 903

**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**

Our middle school summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed barriers by providing transportation to and from, breakfast and lunch. Our program is for three weeks (mornings). Our focus is academic and social in nature. Specifically, we are focused on STEM topics as well as focused interventions for students who have struggled the past year. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for federal withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$612
<b>Budgeted Expenditures in SFY 2023</b>	\$650
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,262</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0010

**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**

Middle School Summer Other

**Account Number**

90 E 1000 290 0000 903

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**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**

Our middle school summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed barriers by providing transportation to and from, breakfast and lunch. Our program is for three weeks (mornings). Our focus is academic and social in nature. Specifically, we are focused on STEM topics as well as focused interventions for students who have struggled the past year. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for Federal Unemployment Withholdings.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0011

**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**

Middle School Summer Supplies

**Account Number**

90 E 1000 610 0000 903

**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**

Our middle school program is open to ALL USD 379 middle school students. We have removed barriers by providing transportation to and from, breakfast and lunch. Our program is for three weeks (mornings). Our focus is academic and social in nature. Specifically, we are focused on STEM topics as well as focused interventions for students who have struggled the past year. We invited ALL students and made personal invitations to those that have an at-risk factor or a history of at-risk factors. All students regardless of special population are invited and supported. This account is for general teaching supplies for summer learning program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0034

**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**

Certified Substitute

**Account Number**

90 E 1000 110 0000 007

**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**

Full Time Substitute to help cover vacant positions left as a result of COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$41,332**Budgeted Expenditures in SFY 2023** \$41,332**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$82,664**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Other items include a full time substitute (2x) for us to utilize for staff that are absent as a result of COVID 19."

Line Item ID: 379-3-0036

**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**

Elementary Summer Certified

**Account Number**

90 E 1000 110 0000 900

**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**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for salaries for certified staff working the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$88,700
<b>Budgeted Expenditures in SFY 2023</b>	\$91,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$180,200</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0037



**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**

High School Summer Certified

**Account Number**

90 E 1000 110 0000 902

**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**

Our high school program is targeted to reach our USD 379 high school students that have failed a course or are behind their cohort class for various reasons, such as being part of a vulnerable population or an at-risk/subgroup population. We have removed barriers by providing transportation to and from as well as breakfast and lunch. Our program is for three weeks, full day programming. Each student is assigned specific course work to obtain credit and also they are assigned to a community/career project. Additionally they took part in a post-secondary campus visit. All students were personally invited by the counselor team and they also called each parent to invite the student. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for salaries for certified staff working the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,005
<b>Budgeted Expenditures in SFY 2023</b>	\$12,466
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,471</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

**Allocation Type**

Direct Allocation

**Is 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 Summer Certified

**Account Number**

90 E 1000 110 0000 903

**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**

Our middle school summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed barriers by providing transportation to and from, breakfast and lunch. Our program is for three weeks (mornings). Our focus is academic and social in nature. Specifically, we are focused on STEM topics as well as focused interventions for students who have struggled the past year. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for our certified staff salaries working the program

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,617
<b>Budgeted Expenditures in SFY 2023</b>	\$5,079
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,696</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0040

**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**

Elementary Summer Classified

**Account Number**

90 E 1000 120 0000 900

**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**

Our elementary summer learning program is open to all USD 379 elementary students. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. We invited ALL students and made personal invitations to those that have an at-risk factor or a history of at-risk factors. All students regardless of special population are invited and supported. This account is for salaries for paraprofessional and aides on staff during program weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$31,250
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$61,250
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0041

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Middle School Summer Classified

**Account Number**

90 E 1000 120 0000 903

**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**

Our middle school program is open to ALL USD 379 middle school students. We have removed barriers by providing transportation to and from, breakfast and lunch. Our program is for three weeks (mornings). Our focus is academic and social in nature. Specifically, we are focused on STEM topics as well as focused interventions for students who have struggled the past year. We invited ALL students and made personal invitations to those that have an at-risk factor or a history of at-risk factors. All students regardless of special population are invited and supported. This account is for salaries for paraprofessional and aides on staff during program weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,770
<b>Budgeted Expenditures in SFY 2023</b>	\$2,770
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$5,540

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0042

**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**

Certified Substitute Insurance

**Account Number**

90 E 1000 210 0000 007

**Function Code**

1000 - Instruction

**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**

Full Time Substitute to help cover vacant positions left as a result of COVID. This account is for benefits as this is a full time position.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,240
<b>Budgeted Expenditures in SFY 2023</b>	\$15,240
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,480</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Other items include a full time substitute (2x) for us to utilize for staff that are absent as a result of COVID 19."

Line Item ID: 379-3-0043

**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**

Certified Substitute Social Security

**Account Number**

90 E 1000 220 0000 007

**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**

Full Time Substitute to help cover vacant positions left as a result of COVID. This account is for federal withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,423
<b>Budgeted Expenditures in SFY 2023</b>	\$3,423
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,846</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Other items include a full time substitute (2x) for us to utilize for staff that are absent as a result of COVID 19."

**Allocation Type**

Direct Allocation

**Is 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 Summer Social Security

**Account Number**

90 E 1000 220 0000 900

**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**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for federal withholdings for staff working during summer learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,090
<b>Budgeted Expenditures in SFY 2023</b>	\$9,550
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,640</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

**Allocation Type**

Direct Allocation

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

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

**Account Name**

High School Summer Social Security

**Account Number**

90 E 1000 220 0000 902

**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**

Our high school program is targeted to reach our USD 379 high school students that have failed a course or are behind their cohort class for various reasons, such as being part of a vulnerable population or an at-risk/subgroup population. We have removed barriers by providing transportation to and from as well as breakfast and lunch. Our program is for three weeks, full day programming. Each student is assigned specific course work to obtain credit and also they are assigned to a community/career project. Additionally they took part in a post-secondary campus visit. All students were personally invited by the counselor team and they also called each parent to invite the student. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend.

This account is for federal withholdings for staff working during summer learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,032
<b>Budgeted Expenditures in SFY 2023</b>	\$1,071
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,103</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation."

Line Item ID: 379-3-0047

**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**

SEL Frame Work Purchased Services

**Account Number**

90 E 1000 300 0000 910

**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**

Our survey data identified our most vulnerable populations as students with an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. An SEL Framework System provides mental health support for these students. We will utilize the curriculum in our summer learning program at all levels (Elementary, Middle and High school). We will also utilize the curriculum for our students who have suffered learning loss through poor attendance or other barriers to encourage and tailor structured interventions specific to the students' needs. The curriculum will also be used during the school extended day to develop mindset strategies for our students in need.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$65,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "We will be investigating an SEL framework for our entire district. We will continue to investigate the following: Top 20, Capturing Kids Hearts and Leader in Me. Once one is selected, we will implement this with a staff focus first followed by student/parent implementation.

We will also be implementing the Panorama dashboard. This allows for us to give our students an SEL formatted survey. The survey is specific to skills we are focusing on: Grit, Perseverance, Relationships and Self-Regulation. This will also talk to our SIS system and bring in our attendance data, SEL survey data, behavior data and academic data. We can see the whole picture of a student and also place intervention tools in place. A playbook of specific tools for intervention, small group lessons, and tier support is part of the dashboard. This program allows us to disaggregate our student data specifically looking at special populations."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0048



**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**

ESSER Professional Development

**Account Number**

90 E 1000 300 0000 000

**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**

Professional Development to support our needs assessment and learning loss that occurred as a result of the pandemic, school closure, and excessive absences. Our needs assessment that will reflect our current student data will allow for us to tailor our professional development needs to the needs of our most vulnerable students. This will help in our future planning and implementation of our social/academic learning not only during the school day, but also through our extended opportunities, summer learning and activities outside of school. We will target our most vulnerable student population. Through survey results this was identified as our students with an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students.

Within our needs assessment, we will be targeting the following data: attendance rates, grade level performance, and social/emotional factors. The data will be specifically targeted on our most vulnerable populations including but not limited to our truant, students who have gaps and are academically behind, students from homeless/disadvantaged families, students with at-risk factors and students with disabilities. For example, if our data indicates a specific group of students are behind their cohort academically, we will bring in a professional service and train a lead group of educators on how we can design specific instruction to help support the students. This training will then be given to all educators in the district and support staff. Another example would be data that shows the need for social/emotional training and learning for our staff. We would bring in a professional trainer to work with our staff on best practices for support for our students as well as interventions that can be done in small group of 1:1. Both examples would be set up over a period of time and include initial training, feedback loop, reflection, data analysis, and continued training based upon results of implementation.

<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**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "We will also be completing a comprehensive needs assessment and putting professional development into place to support our students. This will be focused on SEL support, instructional interventions, personalized learning and project based learning training."

Line Item ID: 379-3-0049

**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**

Instructional Supplies

**Account Number**

90 E 1000 610 0000 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**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**

Student Learning Management System, Schoology, utilized for learning system that allows for students/parents to receive assignments and activities online

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$15,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "This will include the use of a Student Learning Management System, Schoology to be specific. This system allows for us to post learning tools and assignments for our students onto the system. When a student is gone, needing to regroup and catch up or is needing personalized learning we will be able to use this tool. Parents also have access so they can see what assignments their student is turning in and also a communication platform between home and school."

Line Item ID: 379-3-0050

**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**

SEL Frame Work Supplies

**Account Number**

90 E 1000 610 0000 910

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**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**

Through our surveys, students that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students were identified as our most vulnerable populations. An SEL Framework System will provide mental health support for these students and their parents. We will utilize the curriculum in our summer learning program at all levels (Elementary, Middle and High school). We will also utilize the curriculum for our students who have suffered learning loss through poor attendance or other barriers to encourage and tailor structured interventions specific to the students' needs. The curriculum will also be used during the school extended to develop mindset strategies for our students in need.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$13,389
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,389</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "We will be investigating an SEL framework for our entire district. We will continue to investigate the following: Top 20, Capturing Kids Hearts and Leader in Me. Once one is selected, we will implement this with a staff focus first followed by student/parent implementation.

We will also be implementing the Panorama dashboard. This allows for us to give our students an SEL formatted survey. The survey is specific to skills we are focusing on: Grit, Perseverance, Relationships and Self-Regulation. This will also talk to our SIS system and bring in our attendance data, SEL survey data, behavior data and academic data. We can see the whole picture of a student and also place intervention tools in place. A playbook of specific tools for intervention, small group lessons, and tier support is part of the dashboard. This program allows us to disaggregate our student data specifically looking at special populations."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0051

**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 Supplies

**Account Number**

90 E 1000 610 0000 000

**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**

Panorama Platform which is a Student Diagnostic Tool for social emotional and academic learning needs. With this tool, we are able to monitor of most vulnerable and at-risk population/subgroups within USD 379. Focusing on students with an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students, this tool assists in gauging learning loss and other red flags that we see within our student population. With the alerts, we are then able to intervene and provided needed support and instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$14,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "We will also be implementing the Panorama dashboard. This allows for us to give our students an SEL formatted survey. The survey is specific to skills we are focusing on: Grit, Perseverance, Relationships and Self-Regulation. This will also talk to our SIS system and bring in our attendance data, SEL survey data, behavior data and academic data. We can see the whole picture of a student and also place intervention tools in place. A playbook of specific tools for intervention, small group lessons, and tier support is part of the dashboard. This program allows us to disaggregate our student data specifically looking at special populations."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0052

**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**

Instructional Supplies

**Account Number**

90 E 1000 610 0000 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Materials and supplies to enhance and expand outdoor learning spaces allowing students to social distance. Specifically we will be purchasing tables/seating for outdoors at each of our five buildings. Each set will cost roughly \$10,000 per installed set (\$5,000 table costs plus \$5,000 for vendor delivery, setup and installation costs). All outdoor seating will have the ability to be relocated around the sites and/or from one school to another as the needs fluctuate.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "We will utilize outdoor learning spaces in our plan. This will allow for continued spreading out and safe places to continue educating our students. Additionally, the addition of outdoor learning equipment that will allow our staff to take their students outside, socially distance and mitigate the spread of COVID-19."

Line Item ID: 379-3-0053

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Elementary Summer Supplies

**Account Number**

90 E 1000 610 0000 900

**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**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for additional teaching supplies needed for each week of the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
<b>Budgeted Expenditures in SFY 2023</b>	\$33,584
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$68,584</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0054

**Allocation Type**

Direct Allocation

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

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

**Account Name**

High School Summer Supplies

**Account Number**

90 E 1000 610 0000 902

**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**

Our high school program is targeted to reach our USD 379 high school students that have failed a course or are behind their cohort class for various reasons, such as being part of a vulnerable population or an at-risk/subgroup population. We have removed barriers by providing transportation to and from as well as breakfast and lunch. Our program is for three weeks, full day programming. Each student is assigned specific course work to obtain credit and also they are assigned to a community/career project. Additionally they took part in a post-secondary campus visit. All students were personally invited by the counselor team and they also called each parent to invite the student. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for additional teaching supplies needed for each week of the program.

<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>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

**Allocation Type**

Direct Allocation

**Is 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 Summer Nursing

**Account Number**

90 E 2100 120 0000 900

**Function Code**

2100 - Support Services (Students)

**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**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. A nurse will be on site to help tend to children medical needs while in attendance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0063



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Elementary Summer Secretary

**Account Number**

90 E 2400 120 0000 900

**Function Code**

2400 - Support Services (School Administration)

**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**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for secretaries on staff during the summer learning weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,925
<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,125</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0069

**Allocation Type**

Direct Allocation

**Is 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 Summer Bus Classified

**Account Number**

90 E 2710 120 0000 900

**Function Code**

2710 - Vehicle Operation

**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**

Our summer learning programs for elementary, middle, and high schools are targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We are providing transportation to and from. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for bus drivers salaries transporting during the summer program weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,109
<b>Budgeted Expenditures in SFY 2023</b>	\$7,228
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,337</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0071

**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**

Elementary Summer Fuel

**Account Number**

90 E 2710 626 0000 000

**Function Code**

2710 - Vehicle Operation

**Object Code**

626 - Gasoline

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Our summer learning programs for elementary, middle, and high schools are targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We are providing transportation to and from. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for bus fuel for transporting students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$12,000
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$12,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$24,000
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0074

**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 Incentive Certified

**Account Number**

90 E 2500 110 0000 000

**Function Code**

2500 - Central 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**

Staff retention has been an ongoing issue since the beginning of the pandemic. Increased work load and added stress are a direct result of the pandemic and this has taken a toll staff. In an effort to better retain staff, a \$1,000 retention incentive based on FTE will be given to teachers, principals, counselors, and other licensed professionals who stay employed with USD 379. Currently there are 110 FTE employees in this category that will receive this incentive pay. The total budget amount includes calculations for FICA/FICM and unemployment withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$110,000
<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
<b>Budgeted Expenditures in SFY 2024</b>	\$110,000
<b>Total Expenditures</b>	<u>\$330,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "We will also plan for retention incentives to continue keeping our staff at this difficult time. All staff who agree to return and continue working will be given a \$1,000 retention incentive for the next three years."

Line Item ID: 379-3-0075

**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 Incentives - Classified

**Account Number**

90 E 2500 120 0000 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**

Staff retention has been an ongoing issue since the beginning of the pandemic. Increased workload and added stress are a direct result of the pandemic and this has taken a toll on staff. In an effort to better retain staff, a \$1,000 retention incentive based on FTE will be given to paraeducators, aides, bus drivers, school nurses, kitchen staff, and business office staff who stay employed with USD 379. Currently there are 67.7 FTE employees in this category that will receive this incentive pay. The total budget amount includes calculations for FICA/FICM and unemployment withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$67,700
<b>Budgeted Expenditures in SFY 2023</b>	\$67,700
<b>Budgeted Expenditures in SFY 2024</b>	\$67,700
<b>Total Expenditures</b>	<u>\$203,100</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "We will also plan for retention incentives to continue keeping our staff at this difficult time. All staff who agree to return and continue working will be given a \$1,000 retention incentive for the next three years."

Line Item ID: 379-3-0076

**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 Incentive Social Security

**Account Number**

90 E 2500 220 0000 000

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Retention Incentive Withholdings

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$13,594**Budgeted Expenditures in SFY 2023** \$13,594**Budgeted Expenditures in SFY 2024** \$13,594**Total Expenditures** \$40,782**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "We will also plan for retention incentives to continue keeping our staff at this difficult time. All staff who agree to return and continue working will be given a \$1,000 retention incentive for the next three years."

Line Item ID: 379-3-0077

**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 Incentive Unemployment

**Account Number**

90 E 2500 290 0000 000

**Function Code**

2500 - Central Services

**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**

Retention Incentives Unemployment Withholdings

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$178**Budgeted Expenditures in SFY 2023** \$178**Budgeted Expenditures in SFY 2024** \$178**Total Expenditures** \$534**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "We will also plan for retention incentives to continue keeping our staff at this difficult time. All staff who agree to return and continue working will be given a \$1,000 retention incentive for the next three years."



# ESSER III APPLICATION FOR D0383

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>
Manhattan-Ogden	2031 Poyntz, Manhattan, KS 665023898	2031 Poyntz, Manhattan, KS 665023898
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Marvin Wade	marvinw@usd383.org	(785) 587-2000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lew Faust	Director of Business Services	lewf@usd383.org	(785) 587-2000
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Eric Reid, Assistant Superintendent		ericre@usd383.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Jill Tatum, Budget and Grant Accountant		jillt@usd383.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.usd383.org/resources/learning-through-covid-19/reopening-plan>

## 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?**

Manhattan-Ogden USD 383 returned to in-person learning for the spring semester of 2021, with a remote option still available. We transitioned to a full in-person instructional model at the start of the 2021-22 academic year. We have utilized ESSER funds to hire additional staff to reduce class size numbers and promote physical distancing, to the greatest extent possible. We will continue to support these positions, in addition to maintaining hand sanitizer stations, diligent cleaning activities for touch points in our buildings and regular replacements of HVAC filters. The filter replacements will promote good air quality for all members of the school community within all buildings throughout the district.

## 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



Manhattan-Ogden USD 383 established an ESSER III Budget Committee in November 2021. The charge for the committee was to review the requirements of the budget development process, develop and implement a plan to fulfill the meaningful consultation requirement and finally to develop the ESSER III Budget Plan for the district. The committee created two sub-committees: first and Education Committee and secondly a Survey Committee. The Education Committee focused on informational activities to make the ESSER III grant known to students, staff and patrons. An infographic document was created and widely circulated, that eventually included a QR Code for the ESSER III Survey. A videographic was also created and the Education Committee worked with our district communications department to create a page on the district website that would make these documents available in English, Spanish, Arabic and Phasto. The communications department also sent out numerous social media posts on Facebook and Twitter encouraging patrons and students to complete the ESSER III Survey, which was created by the Survey Committee. The infographic document was readily available at Parent-Teacher Conferences during the spring semester, at all attendance centers and some locations sent this document home to parents. Information was included via our SIS Messenger service to parents and administrators discussed the ESSER III grant and survey with staff, Site Councils and Parent-Teacher Organizations.

The Education Committee created a formal presentation and eight public meetings were held to allow staff and community members to learn detailed information regarding the ESSER III grant and survey soliciting input from students, staff and community patrons. One of the presentations was an interview on the local radio station and several were targeted groups and were conducted via Zoom. Four of the meetings were open public meetings in the late afternoon or evening, to allow individuals to attend outside of the normal work day.

The ESSER III Survey was open from February 1 - March 11, 2022 via the QR Code or a link within the ESSER III page on the district website. The survey contained two questions, and each had multiple items to be ranked and/or given a priority rating. The first question had ten items relating to allowable uses of the ESSER III funds and asked respondents to give them a priority ranking, such as Highest Priority, Priority, Neutral, Low Priority or Not a Priority. The first question was phrased: "Please rate each of these areas to show what you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic." The second prompt on the survey was: "A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Please rank these areas to show your top priorities."

There were 1,245 responses to the Manhattan-Ogden USD 383 ESSER III Survey. Students who responded to the survey numbered 523 (42%) and were the largest group. The second largest group of respondents was USD 383 Parent/Caregiver with 395 (31.8%) of the total responses. The third group was USD 383 Employees with 264 (21.2%) of the responses. The fourth group was Interested Community Members with 59 (4.8%) of the responses. Finally, we had four individuals who chose to not identify themselves in any of the subgroups identified, which represented 0.2%.

The top five items from the priority rankings for question one of our survey were as follows:

1. Support and professional development for student social/emotional/mental well-being.
2. Staff recruitment, hiring and retention.
3. More staff to provide instruction and instructional support.
4. Additional instructional resources for students and educators.
5. Family engagement and support activities for all students, including identified At Risk, English Learners, Special Education and other students not demonstrating success in school.

The top three items from the Learning Loss priorities list in question two of our survey were as follows:

1. Focused programs and activities for specifically identified populations, such as students at risk of dropping out of school, students with disabilities, English Learners and others.
2. Additional staff to focus on the learning loss.
3. Additional materials and resources for teachers.

Specifically for students our efforts focused on middle and high school students, although any student could complete the survey. The Infographic with the QR Code to the survey was readily available and posted throughout the buildings. Additionally, time was allotted during Advisory Period for students to complete the survey, if they desired. This resulted in the large number of student responses and this subgroup being the largest group responding to our ESSER III Survey.

## **Families**

Manhattan-Ogden USD 383 established an ESSER III Budget Committee in November 2021. The charge for the committee was to review the requirements of the budget development process, develop and implement a plan to fulfill the meaningful consultation requirement and finally to develop the ESSER III Budget Plan for the district. The committee created two sub-committees: first and Education Committee and secondly a Survey Committee. The Education Committee focused on informational activities to make the ESSER III grant known to students, staff and patrons. An infographic document was created and widely circulated, that eventually included a QR Code for the ESSER III Survey. A videographic was also created and the Education Committee worked with our district communications department to create a page on the district website that would make these documents available in English, Spanish, Arabic and Phasto. The communications department also sent out numerous social media posts on Facebook and Twitter encouraging patrons and students to complete the ESSER III Survey, which was created by the Survey Committee. The infographic document was readily available at Parent-Teacher Conferences during the spring semester, at all attendance centers and some locations sent this document home to parents. Information was included via our SIS Messenger service to parents and administrators discussed the ESSER III grant and survey with staff, Site Councils and Parent-Teacher Organizations.

The Education Committee created a formal presentation and eight public meetings where held to allow staff and community members to learn detailed information regarding the ESSER III grant and survey soliciting input from students, staff and community patrons. One of the presentations was an interview on the local radio station and several were targeted groups and were conducted via Zoom. Four of the meetings were open public meetings in the late afternoon or evening, to allow individuals to attend outside of the normal work day.

The ESSER III Survey was open from February 1 - March 11, 2022 via the QR Code or a link within the ESSER III page on the district website. The survey contained two questions, and each had multiple items to be ranked and/or given a priority rating. The first question had ten items relating to allowable uses of the ESSER III funds and asked respondents to give them a priority ranking, such as Highest Priority, Priority, Neutral, Low Priority or Not a Priority. The first question was phrased: "Please rate each of these areas to show what you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic." The second prompt on the survey was: "A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Please rank these areas to show your top priorities."

There were 1,245 responses to the Manhattan-Ogden USD 383 ESSER III Survey. Students who responded to the survey numbered 523 (42%) and were the largest group. The second largest group of respondents was USD 383 Parent/Caregiver with 395 (31.8%) of the total responses. The third group was USD 383 Employees with 264 (21.2%) of the responses. The fourth group was Interested Community Members with 59 (4.8%) of the responses. Finally, we had four individuals who chose to not identify themselves in any of the subgroups identified, which represented 0.2%.

The top five items from the priority rankings for question one of our survey were as follows:

1. Support and professional development for student social/emotional/mental well-being.
2. Staff recruitment, hiring and retention.
3. More staff to provide instruction and instructional support.
4. Additional instructional resources for students and educators.
5. Family engagement and support activities for all students, including identified At Risk, English Learners, Special Education and other students not demonstrating success in school.

The top three items from the Learning Loss priorities list in question two of our survey were as follows:

1. Focused programs and activities for specifically identified populations, such as students at risk of dropping out of school, students with disabilities, English Learners and others.
2. Additional staff to focus on the learning loss.
3. Additional materials and resources for teachers.

Specifically for families we made the information readily available on the district website via the ESSER III webpage, sent messages home to parents utilizing the SIS Messenger service, providing public meetings to share information regarding ESSER III and made technology available for parents to complete the survey during spring Parent-Teacher Conferences.

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

Manhattan-Ogden USD 383 established an ESSER III Budget Committee in November 2021. The charge for the committee was to review the requirements of the budget development process, develop and implement a plan to fulfill the meaningful consultation requirement and finally to develop the ESSER III Budget Plan for the district. The committee created two sub-committees: first and Education Committee and secondly a Survey Committee. The Education Committee focused on informational activities to make the ESSER III grant known to students, staff and patrons. An infographic document was created and widely circulated, that eventually included a QR Code for the ESSER III Survey. A videographic was also created and the Education Committee worked with our district communications department to create a page on the district website that would make these documents available in English, Spanish, Arabic and Phasto. The communications department also sent out numerous social media posts on Facebook and Twitter encouraging patrons and students to complete the ESSER III Survey, which was created by the Survey Committee. The infographic document was readily available at Parent-Teacher Conferences during the spring semester, at all attendance centers and some locations sent this document home to parents. Information was included via our SIS Messenger service to parents and administrators discussed the ESSER III grant and survey with staff, Site Councils and Parent-Teacher Organizations.

The Education Committee created a formal presentation and eight public meetings were held to allow staff and community members to learn detailed information regarding the ESSER III grant and survey soliciting input from students, staff and community patrons. One of the presentations was an interview on the local radio station and several were targeted groups and were conducted via Zoom. Four of the meetings were open public meetings in the late afternoon or evening, to allow individuals to attend outside of the normal work day.

The ESSER III Survey was open from February 1 - March 11, 2022 via the QR Code or a link within the ESSER III page on the district website. The survey contained two questions, and each had multiple items to be ranked and/or given a priority rating. The first question had ten items relating to allowable uses of the ESSER III funds and asked respondents to give them a priority ranking, such as Highest Priority, Priority, Neutral, Low Priority or Not a Priority. The first question was phrased: "Please rate each of these areas to show what you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic." The second prompt on the survey was: "A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Please rank these areas to show your top priorities."

There were 1,245 responses to the Manhattan-Ogden USD 383 ESSER III Survey. Students who responded to the survey numbered 523 (42%) and were the largest group. The second largest group of respondents was USD 383 Parent/Caregiver with 395 (31.8%) of the total responses. The third group was USD 383 Employees with 264 (21.2%) of the responses. The fourth group was Interested Community Members with 59 (4.8%) of the responses. Finally, we had four individuals who chose to not identify themselves in any of the subgroups identified, which represented 0.2%.

The top five items from the priority rankings for question one of our survey were as follows:

1. Support and professional development for student social/emotional/mental well-being.
2. Staff recruitment, hiring and retention.
3. More staff to provide instruction and instructional support.
4. Additional instructional resources for students and educators.
5. Family engagement and support activities for all students, including identified At Risk, English Learners, Special Education and other students not demonstrating success in school.

The top three items from the Learning Loss priorities list in question two of our survey were as follows:

1. Focused programs and activities for specifically identified populations, such as students at risk of dropping out of school, students with disabilities, English Learners and others.
2. Additional staff to focus on the learning loss.
3. Additional materials and resources for teachers.

The District Administrative Team (DAT) has been discussing the ESSER III grant award for nearly a year. There were representatives from DAT as members on the ESSER III Budget Committee and the entire group has been kept current on the work of the committee during monthly meetings. The ESSER III Budget Committee Chair made a point to stress the importance of a team effort to engage all members of the school district in the meaningful consultation efforts and the response from members of DAT was outstanding.

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

Manhattan-Ogden USD 383 established an ESSER III Budget Committee in November 2021. The charge for the committee was to review the requirements of the budget development process, develop and implement a plan to fulfill the meaningful consultation requirement and finally to develop the ESSER III Budget Plan for the district. The committee created two sub-committees: first and Education Committee and secondly a Survey Committee. The Education Committee focused on informational activities to make the ESSER III grant known to students, staff and patrons. An infographic document was created and widely circulated, that eventually included a QR Code for the ESSER III Survey. A videographic was also created and the Education Committee worked with our district communications department to create a page on the district website that would make these documents available in English, Spanish, Arabic and Phasto. The communications department also sent out numerous social media posts on Facebook and Twitter encouraging patrons and students to complete the ESSER III Survey, which was created by the Survey Committee. The infographic document was readily available at Parent-Teacher Conferences during the spring semester, at all attendance centers and some locations sent this document home to parents. Information was included via our SIS Messenger service to parents and administrators discussed the ESSER III grant and survey with staff, Site Councils and Parent-Teacher Organizations.

The Education Committee created a formal presentation and eight public meetings were held to allow staff and community members to learn detailed information regarding the ESSER III grant and survey soliciting input from students, staff and community patrons. One of the presentations was an interview on the local radio station and several were targeted groups and were conducted via Zoom. Four of the meetings were open public meetings in the late afternoon or evening, to allow individuals to attend outside of the normal work day.

The ESSER III Survey was open from February 1 - March 11, 2022 via the QR Code or a link within the ESSER III page on the district website. The survey contained two questions, and each had multiple items to be ranked and/or given a priority rating. The first question had ten items relating to allowable uses of the ESSER III funds and asked respondents to give them a priority ranking, such as Highest Priority, Priority, Neutral, Low Priority or Not a Priority. The first question was phrased: "Please rate each of these areas to show what you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic." The second prompt on the survey was: "A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Please rank these areas to show your top priorities."

There were 1,245 responses to the Manhattan-Ogden USD 383 ESSER III Survey. Students who responded to the survey numbered 523 (42%) and were the largest group. The second largest group of respondents was USD 383 Parent/Caregiver with 395 (31.8%) of the total responses. The third group was USD 383 Employees with 264 (21.2%) of the responses. The fourth group was Interested Community Members with 59 (4.8%) of the responses. Finally, we had four individuals who chose to not identify themselves in any of the subgroups identified, which represented 0.2%.

The top five items from the priority rankings for question one of our survey were as follows:

1. Support and professional development for student social/emotional/mental well-being.
2. Staff recruitment, hiring and retention.
3. More staff to provide instruction and instructional support.
4. Additional instructional resources for students and educators.
5. Family engagement and support activities for all students, including identified At Risk, English Learners, Special Education and other students not demonstrating success in school.

The top three items from the Learning Loss priorities list in question two of our survey were as follows:

1. Focused programs and activities for specifically identified populations, such as students at risk of dropping out of school, students with disabilities, English Learners and others.
2. Additional staff to focus on the learning loss.
3. Additional materials and resources for teachers.

As noted in the previous response school leaders were an integral part of the efforts of the ESSER III Budget Committee to fulfill the meaningful consultation component. Building leaders presented information to staff members and employees in their buildings and made the information, infographic and technology available to participate in the survey. There were staff members from the local teachers' association on the ESSER III Budget Committee, as well as a representative for school nurses and social workers employee groups. All members of the ESSER III Budget Committee regularly shared with their respective employee groups, such that every employee of the district should have been exposed to the information and had the opportunity to provide input.

## Tribes

Manhattan-Ogden USD 383 established an ESSER III Budget Committee in November 2021. The charge for the committee was to review the requirements of the budget development process, develop and implement a plan to fulfill the meaningful consultation requirement and finally to develop the ESSER III Budget Plan for the district. The committee created two sub-committees: first an Education Committee and secondly a Survey Committee. The Education Committee focused on informational activities to make the ESSER III grant known to students, staff and patrons. An infographic document was created and widely circulated, that eventually included a QR Code for the ESSER III Survey. A videographic was also created and the Education Committee worked with our district communications department to create a page on the district website that would make these documents available in English, Spanish, Arabic and Phasto. The communications department also sent out numerous social media posts on Facebook and Twitter encouraging patrons and students to complete the ESSER III Survey, which was created by the Survey Committee. The infographic document was readily available at Parent-Teacher Conferences during the spring semester, at all attendance centers and some locations sent this document home to parents. Information was included via our SIS Messenger service to parents and administrators discussed the ESSER III grant and survey with staff, Site Councils and Parent-Teacher Organizations.

The Education Committee created a formal presentation and eight public meetings were held to allow staff and community members to learn detailed information regarding the ESSER III grant and survey soliciting input from students, staff and community patrons. One of the presentations was an interview on the local radio station and several were targeted groups and were conducted via Zoom. Four of the meetings were open public meetings in the late afternoon or evening, to allow individuals to attend outside of the normal work day.

The ESSER III Survey was open from February 1 - March 11, 2022 via the QR Code or a link within the ESSER III page on the district website. The survey contained two questions, and each had multiple items to be ranked and/or given a priority rating. The first question had ten items relating to allowable uses of the ESSER III funds and asked respondents to give them a priority ranking, such as Highest Priority, Priority, Neutral, Low Priority or Not a Priority. The first question was phrased: "Please rate each of these areas to show what you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic." The second prompt on the survey was: "A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Please rank these areas to show your top priorities."

There were 1,245 responses to the Manhattan-Ogden USD 383 ESSER III Survey. Students who responded to the survey numbered 523 (42%) and were the largest group. The second largest group of respondents was USD 383 Parent/Caregiver with 395 (31.8%) of the total responses. The third group was USD 383 Employees with 264 (21.2%) of the responses. The fourth group was Interested Community Members with 59 (4.8%) of the responses. Finally, we had four individuals who chose to not identify themselves in any of the subgroups identified, which represented 0.2%.

The top five items from the priority rankings for question one of our survey were as follows:

1. Support and professional development for student social/emotional/mental well-being.
2. Staff recruitment, hiring and retention.
3. More staff to provide instruction and instructional support.
4. Additional instructional resources for students and educators.
5. Family engagement and support activities for all students, including identified At Risk, English Learners, Special Education and other students not demonstrating success in school.

The top three items from the Learning Loss priorities list in question two of our survey were as follows:

1. Focused programs and activities for specifically identified populations, such as students at risk of dropping out of school, students with disabilities, English Learners and others.
2. Additional staff to focus on the learning loss.
3. Additional materials and resources for teachers.

Specifically for this subgroup a member of the ESSER III Budget Committee made contacts, either personally or via e-mail, to inform them of the ESSER III grant and the information available regarding the grant on the district website. The link to the ESSER III webpage was shared and they were encouraged to have their membership participate in the survey. We offered to meet with their groups, if desired, to provide our formal presentation or address any questions that might arise. We made a good faith effort to reach out to organizations throughout our community, including leaders of Native American groups within the district.

## Civil Rights Organization including Disability Rights Organizations

Manhattan-Ogden USD 383 established an ESSER III Budget Committee in November 2021. The charge for the committee was to review the requirements of the budget development process, develop and implement a plan to fulfill the meaningful consultation requirement and finally to develop the ESSER III Budget Plan for the district. The committee created two sub-committees: first and Education Committee and secondly a Survey Committee. The Education Committee focused on informational activities to make the ESSER III grant known to students, staff and patrons. An infographic document was created and widely circulated, that eventually included a QR Code for the ESSER III Survey. A videographic was also created and the Education Committee worked with our district communications department to create a page on the district website that would make these documents available in English, Spanish, Arabic and Phasto. The communications department also sent out numerous social media posts on Facebook and Twitter encouraging patrons and students to complete the ESSER III Survey, which was created by the Survey Committee. The infographic document was readily available at Parent-Teacher Conferences during the spring semester, at all attendance centers and some locations sent this document home to parents. Information was included via our SIS Messenger service to parents and administrators discussed the ESSER III grant and survey with staff, Site Councils and Parent-Teacher Organizations.

The Education Committee created a formal presentation and eight public meetings were held to allow staff and community members to learn detailed information regarding the ESSER III grant and survey soliciting input from students, staff and community patrons. One of the presentations was an interview on the local radio station and several were targeted groups and were conducted via Zoom. Four of the meetings were open public meetings in the late afternoon or evening, to allow individuals to attend outside of the normal work day.

The ESSER III Survey was open from February 1 - March 11, 2022 via the QR Code or a link within the ESSER III page on the district website. The survey contained two questions, and each had multiple items to be ranked and/or given a priority rating. The first question had ten items relating to allowable uses of the ESSER III funds and asked respondents to give them a priority ranking, such as Highest Priority, Priority, Neutral, Low Priority or Not a Priority. The first question was phrased: "Please rate each of these areas to show what you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic." The second prompt on the survey was: "A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Please rank these areas to show your top priorities."

There were 1,245 responses to the Manhattan-Ogden USD 383 ESSER III Survey. Students who responded to the survey numbered 523 (42%) and were the largest group. The second largest group of respondents was USD 383 Parent/Caregiver with 395 (31.8%) of the total responses. The third group was USD 383 Employees with 264 (21.2%) of the responses. The fourth group was Interested Community Members with 59 (4.8%) of the responses. Finally, we had four individuals who chose to not identify themselves in any of the subgroups identified, which represented 0.2%.

The top five items from the priority rankings for question one of our survey were as follows:

1. Support and professional development for student social/emotional/mental well-being.
2. Staff recruitment, hiring and retention.
3. More staff to provide instruction and instructional support.
4. Additional instructional resources for students and educators.
5. Family engagement and support activities for all students, including identified At Risk, English Learners, Special Education and other students not demonstrating success in school.

The top three items from the Learning Loss priorities list in question two of our survey were as follows:

1. Focused programs and activities for specifically identified populations, such as students at risk of dropping out of school, students with disabilities, English Learners and others.
2. Additional staff to focus on the learning loss.
3. Additional materials and resources for teachers.

Specifically for Civil Rights and Disability Organizations contacts were made either personally or via e-mail to inform them of the ESSER III grant and the information available regarding the grant on the district website. The link to the ESSER III webpage was shared and they were encouraged to have their membership participate in the survey. We offered to meet with their groups, if desired, to provide our formal presentation or address any questions that might arise. We made a good faith effort to reach out to organizations throughout our community, such as the USD 383 Committee for Diversity and Inclusion, Martin Luther King Jr. Memorial Committee and the local community developmental disability organization (Big Lakes).

**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**



Manhattan-Ogden USD 383 established an ESSER III Budget Committee in November 2021. The charge for the committee was to review the requirements of the budget development process, develop and implement a plan to fulfill the meaningful consultation requirement and finally to develop the ESSER III Budget Plan for the district. The committee created two sub-committees: first and Education Committee and secondly a Survey Committee. The Education Committee focused on informational activities to make the ESSER III grant known to students, staff and patrons. An infographic document was created and widely circulated, that eventually included a QR Code for the ESSER III Survey. A videographic was also created and the Education Committee worked with our district communications department to create a page on the district website that would make these documents available in English, Spanish, Arabic and Phasto. The communications department also sent out numerous social media posts on Facebook and Twitter encouraging patrons and students to complete the ESSER III Survey, which was created by the Survey Committee. The infographic document was readily available at Parent-Teacher Conferences during the spring semester, at all attendance centers and some locations sent this document home to parents. Information was included via our SIS Messenger service to parents and administrators discussed the ESSER III grant and survey with staff, Site Councils and Parent-Teacher Organizations.

The Education Committee created a formal presentation and eight public meetings were held to allow staff and community members to learn detailed information regarding the ESSER III grant and survey soliciting input from students, staff and community patrons. One of the presentations was an interview on the local radio station and several were targeted groups and were conducted via Zoom. Four of the meetings were open public meetings in the late afternoon or evening, to allow individuals to attend outside of the normal work day.

The ESSER III Survey was open from February 1 - March 11, 2022 via the QR Code or a link within the ESSER III page on the district website. The survey contained two questions, and each had multiple items to be ranked and/or given a priority rating. The first question had ten items relating to allowable uses of the ESSER III funds and asked respondents to give them a priority ranking, such as Highest Priority, Priority, Neutral, Low Priority or Not a Priority. The first question was phrased: "Please rate each of these areas to show what you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic." The second prompt on the survey was: "A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Please rank these areas to show your top priorities."

There were 1,245 responses to the Manhattan-Ogden USD 383 ESSER III Survey. Students who responded to the survey numbered 523 (42%) and were the largest group. The second largest group of respondents was USD 383 Parent/Caregiver with 395 (31.8%) of the total responses. The third group was USD 383 Employees with 264 (21.2%) of the responses. The fourth group was Interested Community Members with 59 (4.8%) of the responses. Finally, we had four individuals who chose to not identify themselves in any of the subgroups identified, which represented 0.2%.

The top five items from the priority rankings for question one of our survey were as follows:

1. Support and professional development for student social/emotional/mental well-being.
2. Staff recruitment, hiring and retention.
3. More staff to provide instruction and instructional support.
4. Additional instructional resources for students and educators.
5. Family engagement and support activities for all students, including identified At Risk, English Learners, Special Education and other students not demonstrating success in school.

The top three items from the Learning Loss priorities list in question two of our survey were as follows:

1. Focused programs and activities for specifically identified populations, such as students at risk of dropping out of school, students with disabilities, English Learners and others.
2. Additional staff to focus on the learning loss.
3. Additional materials and resources for teachers.

Specifically for the underrepresented groups contacts were made either personally or via e-mail to inform them of the ESSER III grant and the information available regarding the grant on the district website. The link to the ESSER III webpage was shared and they were encouraged to have their membership participate in the survey. We offered to meet with their groups, if desired, to provide our formal presentation or address any questions that might arise. We made a good faith effort to reach out to organizations throughout our community, such as THRIVE Flinthills, Riley County Food and Farm Council, Flint Hills Critical Care Team, Pawnee Mental Health, Flint Hills Wellness Coalition and the local community developmental disability organization (Big Lakes).

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

Manhattan-Ogden USD 383 established an ESSER III Budget Committee in November 2021. The charge for the committee was to review the requirements of the budget development process, develop and implement a plan to fulfill the meaningful consultation requirement and finally to develop the ESSER III Budget Plan for the district. The committee created two sub-committees: first an Education Committee and secondly a Survey Committee. The Education Committee focused on informational activities to make the ESSER III grant known to students, staff and patrons. An infographic document was created and widely circulated, that eventually included a QR Code for the ESSER III Survey. A videographic was also created and the Education Committee worked with our district communications department to create a page on the district website that would make these documents available in English, Spanish, Arabic and Phasto. The communications department also sent out numerous social media posts on Facebook and Twitter encouraging patrons and students to complete the ESSER III Survey, which was created by the Survey Committee. The infographic document was readily available at Parent-Teacher Conferences during the spring semester, at all attendance centers and some locations sent this document home to parents. Information was included via our SIS Messenger service to parents and administrators discussed the ESSER III grant and survey with staff, Site Councils and Parent-Teacher Organizations.

The Education Committee created a formal presentation and eight public meetings were held to allow staff and community members to learn detailed information regarding the ESSER III grant and survey soliciting input from students, staff and community patrons. One of the presentations was an interview on the local radio station and several were targeted groups and were conducted via Zoom. Four of the meetings were open public meetings in the late afternoon or evening, to allow individuals to attend outside of the normal work day.

The ESSER III Survey was open from February 1 - March 11, 2022 via the QR Code or a link within the ESSER III page on the district website. The survey contained two questions, and each had multiple items to be ranked and/or given a priority rating. The first question had ten items relating to allowable uses of the ESSER III funds and asked respondents to give them a priority ranking, such as Highest Priority, Priority, Neutral, Low Priority or Not a Priority. The first question was phrased: "Please rate each of these areas to show what you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic." The second prompt on the survey was: "A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Please rank these areas to show your top priorities."

There were 1,245 responses to the Manhattan-Ogden USD 383 ESSER III Survey. Students who responded to the survey numbered 523 (42%) and were the largest group. The second largest group of respondents was USD 383 Parent/Caregiver with 395 (31.8%) of the total responses. The third group was USD 383 Employees with 264 (21.2%) of the responses. The fourth group was Interested Community Members with 59 (4.8%) of the responses. Finally, we had four individuals who chose to not identify themselves in any of the subgroups identified, which represented 0.2%.

The top five items from the priority rankings for question one of our survey were as follows:

1. Support and professional development for student social/emotional/mental well-being.
2. Staff recruitment, hiring and retention.
3. More staff to provide instruction and instructional support.
4. Additional instructional resources for students and educators.
5. Family engagement and support activities for all students, including identified At Risk, English Learners, Special Education and other students not demonstrating success in school.

The top three items from the Learning Loss priorities list in question two of our survey were as follows:

1. Focused programs and activities for specifically identified populations, such as students at risk of dropping out of school, students with disabilities, English Learners and others.
2. Additional staff to focus on the learning loss.
3. Additional materials and resources for teachers.

Specifically for students our efforts focused on middle and high school students, although any student could complete the survey. The Infographic with the QR Code to the survey was readily available and posted throughout the buildings. Additionally, time was allotted during Advisory Period for students to complete the survey, if they desired. This resulted in the large number of student responses and this subgroup being the largest group responding to our ESSER III Survey.

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

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

Manhattan-Ogden USD 383 has persevered through the pandemic, like most districts across the nation. We quickly transitioned to a remote only learning model in the Spring of 2020, even though we were not initially at a full 1:1 device level for our students. We utilized ESSER I funds to accelerate our 1:1 program and also provided Hot Spots for students who did not have internet access in their homes. Another sizeable portion of the ESSER I funds were utilized for personal protective equipment and sanitation stations and supplies in preparation for reopening school during the fall of 2020. We operated a hybrid learning model during the fall semester of 2020, with a full remote option available by choice for families who were not comfortable sending their students to school due to the ongoing pandemic.

In the spring semester of 2021 we returned to five days/week of in-person learning, with a full remote option still available. We hired additional teaching staff, with ESSER II funds, to reduce class sizes and promote physical distancing in classrooms. We continued to monitor and maintain all safety and sanitation practices recommended by the CDC and local health agencies to try and mitigate against the spread of COVID within the school setting. We completed the spring semester of 2021 without interruption of the school schedule, which we felt was one indicator of success.

Manhattan-Ogden USD 383 returned to a full open five-days/week face-to-face learning model for the 2021-22 academic year, with no remote option available. We continued to utilize ESSER II funds to support the additional staff positions that were added in January 2021 in an ongoing effort to control class sizes at all levels. We have experienced staffing shortages, especially in classified employee positions, that have stretched district personnel and resources. We were closed one scheduled day in January 2022 due to a high number of quarantines and staffing shortages. We have experienced social and emotional challenges with students who have had difficulty re-integrating back into the school environment. Disruptive behaviors and defiance issues have risen, which have added to the stress levels for teachers, administrators and support staff in our buildings. We are beginning to see incremental gains in academic achievement and social/emotional issues as we progress through the spring semester of 2022, but we still have needs across the board to recover from the disruptions in learning and development for our students over the past 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)**

At the elementary level one strategy to address learning recovery will a summer program entitled Jump Start. This program will identify specific learners who are not meeting academic progress targets on local and state assessments. Another strategy is to utilize a Ready Math curriculum and professional development to allow students to work at an individualized level on their mathematics skills, both during and outside of the school day. LETRS training and Read Naturally are other strategies being utilized to address reading skills, in conjunction with Ready Reading which was implemented with ESSER II funds. An Intervention Aide will be added at each elementary location to provide individualized support for students who are not meeting benchmarks throughout the next two academic years, especially at the primary levels.

The middle schools are focusing on social and emotional learning and are joining resources to implement a Safe and Civil Schools program. They are adding a Positive Behavior Specialist at each location to work with students on improving their attendance, engagement and academic success rates in school.

The high school plans to add a full-time Mathematics Intervention instructor to support students who are not working at grade level. They also plan to add two Positive Behavior Specialists focusing on social and emotional learning as well as attendance and engagement in school. Additionally, the high school plans to add a Night School program to support students who are academically at-risk and target decreasing the building dropout rate by providing an individualized approach outside of the typical school day and structure to meet students where they are and help them make progress towards earning their high school diploma.

The Instructional Technology department plans to address the needs of our instructional staff by adding three Instructional Facilitators who will focus on supporting and training staff to effectively integrate and make use of the equipment and tools that are available to them within the district. Our staff has identified the fact that we have the desired equipment and software tools, however we need time and training to learn how to effectively utilize and make use of the tools to support and lead effective instructional practices. Providing targeted support at the proper level where staff members are at in their use of technology is a focal point of this initiative.

The district Teaching and Learning department will reboot a Personalized Learning initiative and support professional development and the work of implementation teams to develop building level specific strategies using a Building Leadership Team format. The ELL program within Teaching and Learning will utilize Imagine Learning licenses for 200 students and professional development support to ensure that staff can effectively utilize the Imagine Learning software. This program will also involve parents and community members to assist them in supporting the educational progress of their student(s). A Summer ELLevate Camp is also planned for 2023 which will provide high-quality trainers for 30 educators at the local level, that otherwise would not be available to USD 383 ELL staff.

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

District Support Services will maintain a COVID Response Coordinator position for at least a year, to assist with the testing, tracking and contact tracing contacts necessary to manage the transmissions and new infections caused by COVID. In addition, a Recruitment and Retention Coordinator will be added within our Human Resources department to promote hiring a diverse workforce and activities to both recruit and retain quality personnel.

A portion of our remaining ESSER III funds will go to retention pay for existing staff to continue to recognize and reward the outstanding and ongoing efforts to maintain district operations during this challenging time. We have stretched our personnel to the maximum, at all levels within the organization, during the last two years, and our focus is on maintaining our present high-quality staff, while trying to fill an ever-growing list of vacant positions. It is getting harder for a public sector agency to compete with private entities and a major university within our community for quality personnel. Every effort we can make to reward those in the field doing the important work supporting teaching and learning is critical to the ongoing success of our district moving forward.

We plan to continue to use ESSER III funds to maintain the operation of our Job Corp program, which has experienced significant enrollment declines due to travel limitations imposed by the Department of Labor relating to COVID-19. The hope is this need will diminish moving forward, but the district is committed to supporting this program through the duration of the current enrollment challenges caused by the pandemic.

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

The district will provide ongoing progress monitoring for students. We will continue to monitor progress using FASTBridge, Kansas State Assessments and other ongoing local measures. We have implemented a Multi-Tiered System of Supports (MTSS) model preK-12 and this will provide constant monitoring and adjusting of interventions and instructional strategies to meet the needs of our students. Our Personalize Learning initiative supports the MTSS model and will further individualize the assessment of student progress towards both academic and social/emotional learning goals. We will continue to monitor traditional measures such as attendance, referral/disciplinary rates and the graduation rate at the high school level.

The initiatives we plan to implement using the ARP ESSER funds should help our district recover from the challenges resulting from the pandemic. We feel that we should not only be able to recover, but hopefully will establish some learning patterns and programs that will lead to even higher levels of student success and performance in the years ahead.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$7,254,352	\$0	\$7,254,352	ESSER III Allocations	\$1,450,871
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$7,254,352	\$0	\$7,254,352	Amount Still Needed	\$1,450,871
In Review Total	\$7,254,352	\$0	\$7,254,352	In Review Total	\$2,597,175
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
383-3-0001	Direct	True	1000	610	12	\$16,243	Task Force Review
383-3-0002	Direct	True	1000	330	12	\$12,182	Task Force Review
383-3-0003	Direct	True	1000	330	12	\$29,835	Task Force Review
383-3-0004	Direct	True	1000	300	12	\$12,996	Task Force Review
383-3-0005	Direct	True	1000	580	12	\$23,214	Task Force Review
383-3-0006	Direct	True	1000	113	11A	\$45,105	Task Force Review
383-3-0007	Direct	True	1000	215	11A	\$298	Task Force Review
383-3-0008	Direct	True	1000	221	11A	\$3,802	Task Force Review
383-3-0009	Direct	True	1000	260	11A	\$99	Task Force Review
383-3-0010	Direct	True	1000	270	11A	\$398	Task Force Review
383-3-0011	Direct	True	1000	122	11A	\$9,397	Task Force Review
383-3-0012	Direct	True	1000	215	11A	\$62	Task Force Review
383-3-0013	Direct	True	1000	221	11A	\$792	Task Force Review
383-3-0014	Direct	True	1000	260	11A	\$21	Task Force Review
383-3-0015	Direct	True	1000	270	11A	\$83	Task Force Review
383-3-0016	Direct	True	1000	300	11A	\$3,452	Task Force Review
383-3-0017	Direct	True	1000	610	11A	\$2,761	Task Force Review
383-3-0018	Direct	True	1000	113	11A	\$5,000	Task Force Review
383-3-0019	Direct	True	1000	215	11A	\$34	Task Force Review
383-3-0020	Direct	True	1000	221	11A	\$422	Task Force Review
383-3-0021	Direct	True	1000	260	11A	\$12	Task Force Review
383-3-0022	Direct	True	1000	270	11A	\$44	Task Force Review
383-3-0023	Direct	True	1000	121	12	\$288,080	Task Force Review
383-3-0024	Direct	True	1000	210	12	\$136,820	Task Force Review
383-3-0025	Direct	True	1000	215	12	\$1,720	Task Force Review
383-3-0026	Direct	True	1000	221	12	\$22,040	Task Force Review
383-3-0027	Direct	True	1000	260	12	\$580	Task Force Review
383-3-0028	Direct	True	1000	270	12	\$2,300	Task Force Review
383-3-0029	Direct	True	1000	653	4	\$60,000	Task Force Review
383-3-0030	Direct	True	2213	320	1A	\$6,000	Task Force Review

383-3-0031	Direct	True	1000	653	4	\$3,000	Task Force Review
383-3-0032	Direct	True	1000	730	9	\$6,000	Task Force Review
383-3-0033	Direct	True	1000	151	4	\$3,238	Task Force Review
383-3-0034	Direct	False	1000	215	4	\$18	Task Force Review
383-3-0035	Direct	False	1000	221	4	\$230	Task Force Review
383-3-0036	Direct	False	1000	260	4	\$6	Task Force Review
383-3-0037	Direct	False	1000	270	4	\$24	Task Force Review
383-3-0038	Direct	True	2213	320	4	\$1,200	Task Force Review
383-3-0039	Direct	False	1000	112	1A	\$4,320	Task Force Review
383-3-0040	Direct	False	1000	215	1A	\$26	Task Force Review
383-3-0041	Direct	False	1000	221	1A	\$330	Task Force Review
383-3-0042	Direct	False	1000	260	1A	\$10	Task Force Review
383-3-0043	Direct	False	1000	270	1A	\$34	Task Force Review
383-3-0044	Direct	True	2213	320	4	\$18,000	Task Force Review
383-3-0045	Direct	False	1000	215	4	\$15	Task Force Review
383-3-0046	Direct	False	1000	221	4	\$184	Task Force Review
383-3-0047	Direct	False	1000	260	4	\$5	Task Force Review
383-3-0048	Direct	False	1000	270	4	\$20	Task Force Review
383-3-0049	Direct	True	2210	151	1A	\$9,000	Task Force Review
383-3-0050	Direct	False	2210	215	1A	\$54	Task Force Review
383-3-0051	Direct	False	2210	221	1A	\$689	Task Force Review
383-3-0052	Direct	False	2210	260	1A	\$18	Task Force Review
383-3-0053	Direct	False	2210	270	1A	\$72	Task Force Review
383-3-0054	Direct	False	2210	215	1A	\$36	Task Force Review
383-3-0055	Direct	False	2210	221	1A	\$459	Task Force Review
383-3-0056	Direct	False	2210	260	1A	\$12	Task Force Review
383-3-0057	Direct	False	2210	270	1A	\$48	Task Force Review
383-3-0058	Direct	True	1000	610	1A	\$16,000	Task Force Review
383-3-0059	Direct	True	2213	320	1A	\$9,000	Task Force Review
383-3-0060	Direct	False	1000	112	1A	\$4,320	Task Force Review
383-3-0061	Direct	False	1000	215	1A	\$26	Task Force Review
383-3-0062	Direct	False	1000	221	1A	\$330	Task Force Review
383-3-0063	Direct	False	1000	260	1A	\$9	Task Force Review
383-3-0064	Direct	False	1000	270	1A	\$36	Task Force Review
383-3-0065	Direct	True	2219	300	4	\$2,880	Task Force Review
383-3-0066	Direct	True	2210	151	4	\$28,800	Task Force Review
383-3-0067	Direct	False	2210	215	4	\$174	Task Force Review
383-3-0068	Direct	False	2210	221	4	\$2,202	Task Force Review
383-3-0069	Direct	False	2210	260	4	\$60	Task Force Review
383-3-0070	Direct	False	2210	270	4	\$232	Task Force Review
383-3-0071	Direct	False	1000	112	1A	\$2,400	Task Force Review
383-3-0072	Direct	False	1000	215	1A	\$14	Task Force Review

383-3-0073	Direct	False	1000	221	1A	\$184	Task Force Review
383-3-0074	Direct	False	1000	260	1A	\$6	Task Force Review
383-3-0075	Direct	False	1000	270	1A	\$20	Task Force Review
383-3-0076	Direct	False	2210	250	16	\$14,400	Task Force Review
383-3-0077	Direct	False	2210	215	16	\$86	Task Force Review
383-3-0078	Direct	False	2210	221	16	\$1,102	Task Force Review
383-3-0079	Direct	False	2210	260	16	\$30	Task Force Review
383-3-0080	Direct	False	2210	270	16	\$116	Task Force Review
383-3-0081	Direct	True	1000	151	11A	\$2,000	Task Force Review
383-3-0082	Direct	False	1000	215	11A	\$12	Task Force Review
383-3-0083	Direct	False	1000	221	11A	\$153	Task Force Review
383-3-0084	Direct	False	1000	260	11A	\$4	Task Force Review
383-3-0085	Direct	False	1000	270	11A	\$16	Task Force Review
383-3-0086	Direct	True	1000	610	11A	\$1,800	Task Force Review
383-3-0087	Direct	True	1000	152	11A	\$1,600	Task Force Review
383-3-0088	Direct	False	1000	215	11A	\$10	Task Force Review
383-3-0089	Direct	False	1000	221	11A	\$122	Task Force Review
383-3-0090	Direct	False	1000	260	11A	\$4	Task Force Review
383-3-0091	Direct	False	1000	270	11A	\$14	Task Force Review
383-3-0092	Direct	True	1000	581	11A	\$600	Task Force Review
383-3-0093	Direct	True	1000	510	11A	\$200	Task Force Review
383-3-0094	Direct	False	1000	215	11A	\$2	Task Force Review
383-3-0095	Direct	False	1000	221	11A	\$16	Task Force Review
383-3-0096	Direct	False	1000	260	11A	\$1	Task Force Review
383-3-0097	Direct	False	1000	270	11A	\$2	Task Force Review
383-3-0098	Direct	False	2000	513	4	\$7,200	Task Force Review
383-3-0099	Direct	False	2230	111	1A	\$360,000	Task Force Review
383-3-0100	Direct	False	2230	210	1A	\$41,046	Task Force Review
383-3-0101	Direct	False	2230	215	1A	\$2,160	Task Force Review
383-3-0102	Direct	False	2230	221	1A	\$27,540	Task Force Review
383-3-0103	Direct	False	2230	260	1A	\$720	Task Force Review
383-3-0104	Direct	False	2230	270	1A	\$2,880	Task Force Review
383-3-0105	Direct	False	2230	122	16	\$48,000	Task Force Review
383-3-0106	Direct	False	2230	215	16	\$288	Task Force Review
383-3-0107	Direct	False	2230	221	16	\$3,672	Task Force Review
383-3-0108	Direct	False	2230	260	16	\$96	Task Force Review
383-3-0109	Direct	False	2230	260	16	\$384	Task Force Review
383-3-0110	Direct	False	2230	650	9	\$93,562	Task Force Review
383-3-0111	Direct	False	1000	120	16	\$910,000	Task Force Review
383-3-0112	Direct	False	1000	215	16	\$5,460	Task Force Review
383-3-0113	Direct	False	1000	221	16	\$69,616	Task Force Review
383-3-0114	Direct	False	1000	260	16	\$1,820	Task Force Review



383-3-0115	Direct	False	1000	270	16	\$7,280	Task Force Review
383-3-0116	Direct	False	2000	120	16	\$764,400	Task Force Review
383-3-0117	Direct	False	2000	215	16	\$4,586	Task Force Review
383-3-0118	Direct	False	2000	221	16	\$58,480	Task Force Review
383-3-0119	Direct	False	2000	260	16	\$1,530	Task Force Review
383-3-0120	Direct	False	2000	270	16	\$6,116	Task Force Review
383-3-0121	Direct	False	3100	120	16	\$145,600	Task Force Review
383-3-0122	Direct	False	3100	215	16	\$874	Task Force Review
383-3-0123	Direct	False	3100	221	16	\$11,140	Task Force Review
383-3-0124	Direct	False	3100	260	16	\$292	Task Force Review
383-3-0125	Direct	False	3100	270	16	\$1,164	Task Force Review
383-3-0126	Direct	False	1000	111	16	\$1,156,000	Task Force Review
383-3-0127	Direct	False	1000	215	16	\$6,936	Task Force Review
383-3-0128	Direct	False	1000	221	16	\$88,434	Task Force Review
383-3-0129	Direct	False	1000	260	16	\$2,312	Task Force Review
383-3-0130	Direct	False	1000	270	16	\$9,248	Task Force Review
383-3-0131	Direct	False	2000	111	16	\$136,000	Task Force Review
383-3-0132	Direct	False	2000	215	16	\$816	Task Force Review
383-3-0133	Direct	False	2000	221	16	\$10,404	Task Force Review
383-3-0134	Direct	False	2000	260	16	\$272	Task Force Review
383-3-0135	Direct	False	2000	270	16	\$1,088	Task Force Review
383-3-0136	Direct	False	3100	111	16	\$68,000	Task Force Review
383-3-0137	Direct	False	3100	215	16	\$408	Task Force Review
383-3-0138	Direct	False	3100	221	16	\$5,202	Task Force Review
383-3-0139	Direct	False	3100	260	16	\$136	Task Force Review
383-3-0140	Direct	False	3100	270	16	\$544	Task Force Review
383-3-0141	Direct	True	1000	300	12	\$153,017	Task Force Review
383-3-0142	Direct	True	2210	111	1B	\$122,220	Task Force Review
383-3-0143	Direct	True	2210	210	1B	\$13,680	Task Force Review
383-3-0144	Direct	True	2210	215	1B	\$733	Task Force Review
383-3-0145	Direct	True	2210	221	1B	\$9,349	Task Force Review
383-3-0146	Direct	True	2210	260	1B	\$244	Task Force Review
383-3-0147	Direct	True	2210	270	1B	\$977	Task Force Review
383-3-0148	Direct	True	2210	250	16	\$60,000	Task Force Review
383-3-0149	Direct	True	2210	215	16	\$360	Task Force Review
383-3-0150	Direct	True	2210	221	16	\$4,590	Task Force Review
383-3-0151	Direct	True	2210	260	16	\$120	Task Force Review
383-3-0152	Direct	True	2210	270	16	\$480	Task Force Review
383-3-0153	Direct	True	2200	111	1B	\$92,388	Task Force Review
383-3-0154	Direct	True	2200	210	1B	\$13,680	Task Force Review
383-3-0155	Direct	True	2200	215	1B	\$554	Task Force Review
383-3-0156	Direct	True	2200	221	1B	\$7,067	Task Force Review

383-3-0157	Direct	True	2200	260	1B	\$184	Task Force Review
383-3-0158	Direct	True	2200	270	1B	\$738	Task Force Review
383-3-0159	Direct	True	1000	300	1B	\$35,354	Task Force Review
383-3-0160	Direct	False	2500	111	16	\$120,000	Task Force Review
383-3-0161	Direct	False	2500	210	16	\$14,000	Task Force Review
383-3-0162	Direct	False	2500	215	16	\$720	Task Force Review
383-3-0163	Direct	False	2500	221	16	\$9,180	Task Force Review
383-3-0164	Direct	False	2500	260	16	\$240	Task Force Review
383-3-0165	Direct	False	2500	270	16	\$960	Task Force Review
383-3-0166	Direct	False	2500	580	16	\$20,000	Task Force Review
383-3-0167	Direct	False	2500	610	16	\$15,000	Task Force Review
383-3-0168	Direct	False	2130	120	2	\$40,000	Task Force Review
383-3-0169	Direct	False	2130	210	2	\$7,000	Task Force Review
383-3-0170	Direct	False	2130	215	2	\$240	Task Force Review
383-3-0171	Direct	False	2130	221	2	\$3,060	Task Force Review
383-3-0172	Direct	False	2130	260	2	\$80	Task Force Review
383-3-0173	Direct	False	2130	270	2	\$320	Task Force Review
383-3-0174	Direct	False	2130	610	15	\$30,000	Task Force Review
383-3-0175	Direct	False	2620	610	14	\$29,374	Task Force Review
383-3-0176	Direct	False	1000	320	12	\$60,000	Task Force Review
383-3-0177	Direct	False	1000	320	12	\$18,000	Task Force Review
383-3-0178	Direct	True	2210	151	12	\$47,000	Task Force Review
383-3-0179	Direct	True	2210	215	12	\$282	Task Force Review
383-3-0180	Direct	True	2210	221	12	\$3,596	Task Force Review
383-3-0181	Direct	True	2210	260	12	\$94	Task Force Review
383-3-0182	Direct	True	2210	270	12	\$376	Task Force Review
383-3-0183	Direct	True	2100	151	1A	\$72,000	Task Force Review
383-3-0184	Direct	True	2100	215	1A	\$432	Task Force Review
383-3-0185	Direct	True	2100	221	1A	\$5,508	Task Force Review
383-3-0186	Direct	True	2100	260	1A	\$144	Task Force Review
383-3-0187	Direct	True	2100	270	1A	\$576	Task Force Review
383-3-0188	Direct	False	2110	112	1A	\$33,120	Task Force Review
383-3-0189	Direct	True	2110	215	1A	\$200	Task Force Review
383-3-0190	Direct	True	2110	221	1A	\$2,534	Task Force Review
383-3-0191	Direct	True	2110	260	1A	\$66	Task Force Review
383-3-0192	Direct	True	2110	270	1A	\$266	Task Force Review
383-3-0193	Direct	True	2213	320	12	\$44,000	Task Force Review
383-3-0194	Direct	True	2213	320	12	\$44,000	Task Force Review
383-3-0195	Direct	True	2213	320	12	\$30,524	Task Force Review
383-3-0196	Direct	True	1000	111	12	\$90,000	Task Force Review
383-3-0197	Direct	True	1000	210	12	\$12,200	Task Force Review
383-3-0198	Direct	True	1000	215	12	\$540	Task Force Review

383-3-0199	Direct	True	1000	221	12	\$6,886	Task Force Review
383-3-0200	Direct	True	1000	260	12	\$180	Task Force Review
383-3-0201	Direct	True	1000	270	12	\$720	Task Force Review
383-3-0202	Direct	True	2100	111	12	\$184,000	Task Force Review
383-3-0203	Direct	True	2100	210	12	\$20,000	Task Force Review
383-3-0204	Direct	True	2100	215	12	\$1,102	Task Force Review
383-3-0205	Direct	True	2100	221	12	\$14,080	Task Force Review
383-3-0206	Direct	True	2100	260	12	\$368	Task Force Review
383-3-0207	Direct	True	2100	270	12	\$1,472	Task Force Review
383-3-0208	Direct	False	2110	320	12	\$12,000	Task Force Review
383-3-0209	Direct	True	1000	111	12	\$90,000	Task Force Review
383-3-0210	Direct	True	1000	210	12	\$13,750	Task Force Review
383-3-0211	Direct	True	1000	215	12	\$540	Task Force Review
383-3-0212	Direct	True	1000	221	12	\$6,886	Task Force Review
383-3-0213	Direct	True	1000	260	12	\$180	Task Force Review
383-3-0214	Direct	True	1000	270	12	\$720	Task Force Review
383-3-0215	Direct	True	1000	322	12	\$24,456	Task Force Review
383-3-0216	Direct	True	2000	111	4	\$95,530	Task Force Review
383-3-0217	Direct	True	2000	210	4	\$14,000	Task Force Review
383-3-0218	Direct	True	2000	215	4	\$570	Task Force Review
383-3-0219	Direct	True	2000	221	4	\$7,268	Task Force Review
383-3-0220	Direct	True	2000	260	4	\$190	Task Force Review
383-3-0221	Direct	True	2000	270	4	\$760	Task Force Review
383-3-0222	Direct	True	2213	320	5	\$3,575	Task Force Review
383-3-0223	Direct	True	2213	320	5	\$1,080	Task Force Review
383-3-0224	Direct	True	2213	330	5	\$3,850	Task Force Review
383-3-0225	Direct	True	2213	330	5	\$2,250	Task Force Review
383-3-0226	Direct	True	2213	330	5	\$1,375	Task Force Review
383-3-0227	Direct	True	2213	330	5	\$1,375	Task Force Review
383-3-0228	Direct	False	2660	121	5	\$61,456	Task Force Review
383-3-0229	Direct	True	2660	210	5	\$28,000	Task Force Review
383-3-0230	Direct	True	2660	215	5	\$372	Task Force Review
383-3-0231	Direct	True	2660	221	5	\$4,704	Task Force Review
383-3-0232	Direct	True	2660	260	5	\$124	Task Force Review
383-3-0233	Direct	True	2660	270	5	\$492	Task Force Review
383-3-0234	Direct	True	1000	322	12	\$24,456	Task Force Review
383-3-0235	Direct	True	2000	111	4	\$90,000	Task Force Review
383-3-0236	Direct	True	2000	210	4	\$14,000	Task Force Review
383-3-0237	Direct	True	2000	215	4	\$540	Task Force Review
383-3-0238	Direct	True	2000	221	4	\$6,886	Task Force Review
383-3-0239	Direct	True	2000	260	4	\$180	Task Force Review
383-3-0240	Direct	True	2000	270	4	\$720	Task Force Review

383-3-0241	Direct	True	2213	610	5	\$5,395	Task Force Review
383-3-0242	Direct	True	2213	320	5	\$5,250	Task Force Review
383-3-0243	Direct	False	2213	322	3	\$11,997	Task Force Review
383-3-0244	Direct	True	2213	330	5	\$2,250	Task Force Review
383-3-0245	Direct	True	2213	330	5	\$4,998	Task Force Review
383-3-0246	Direct	True	2213	330	5	\$7,394	Task Force Review
383-3-0247	Direct	True	1000	300	12	\$194,914	Task Force Review
383-3-0248	Direct	True	1000	610	12	\$43,754	Task Force Review
383-3-0249	Direct	True	1000	151	4	\$2,400	Task Force Review
383-3-0250	Direct	True	2210	152	1A	\$6,000	Task Force Review
383-3-0251	Direct	False	2130	121	3	\$55,860	Task Force Review
383-3-0252	Direct	False	2130	210	3	\$15,483	Task Force Review
383-3-0253	Direct	False	2130	215	3	\$245	Task Force Review
383-3-0254	Direct	False	2130	221	3	\$4,343	Task Force Review
383-3-0255	Direct	False	2130	260	3	\$80	Task Force Review

## Line Item Details

Line Item ID: 383-3-0001

**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**

71

**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**

Supplies-To support the local USD 383 ESSER 3 survey, educators' professional learning needs assessment and multiple additional data sources, the academic and mathematical tools from Curriculum Associates, Ready Classroom Mathematics and i-Ready support personalized learning pathways. The targeted subgroups include at-risk students, SPED, ESOL, minority subgroups and ultimately each students' academic achievement in recovery from the pandemic. Using the i-Ready Diagnostic criterion-referenced grade-level placement data, the Tier 1 results (KSDE language of Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies) from Ready tools are focused on each student who is below grade level as of the present fall compared to a pre-pandemic historical average. These tools will build skills in each area of mathematics to help students make real-world connections and understand the "why" behind the "how" as well as let students track their progress in their own dashboard, so they become owners of their learning and growth. In addition, the tools include culturally-relevant topics, so minority students see themselves reflected in their learning. These tools also use corrective feedback to promote productive struggle for students to become more independent.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,243
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,243</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe supplies to be purchased and how they will address learning loss among students, including vulnerable populations.

Line Item ID: 383-3-0002

**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**

71

**Function Code**

1000 - Instruction

**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**

Professional Development-To meet the needs identified from the needs assessment and educator requests, the professional learning will support mathematics focus on thinking and reasoning. The sessions and instructional coaching is accessible and equitable to help support subgroups (such as at-risk, SPED, ESOL, and minority subgroups) to consistently provide high-impact tasks and opportunities to collaboratively problem solve. Educators will seek to become strong, independent thinkers and active contributors in mathematics. Tier 1 research-based mathematics routines are integrated into instruction and problems with real-world application are at the heart of each lesson. Educators facilitate and encourage active student questioning and discussion. Students at all levels of language proficiency are given opportunities to listen, speak, read, and write about mathematics to recover from their current levels 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>	\$12,182
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$12,182
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe professional development and how it will address learning loss among students, including vulnerable populations.

Line Item ID: 383-3-0003

**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**

71

**Function Code**

1000 - Instruction

**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**

Professional Development-Matching the needs from multiple surveys and needs assessments to showcase the vital importance of literacy and foundational skills, USD 383 seeks to invest in LETRS® (Language Essentials for Teachers of Reading and Spelling). This professional learning framework and philosophy deepens educator knowledge to be literacy and language experts in the science of reading, supported by our core instruction around Wonders and MTSS interventions with multiple evidence-based tools. Supported by TASN and targeted towards at-risk student populations, this literacy professional learning solution teaches the key skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. A PLC model will be utilized to provide a collaborative approach to training and application.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$14,918
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$14,917
--	----------

<b>Total Expenditures</b>	\$29,835
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe professional development and how it will address learning loss among students, including vulnerable populations.

Line Item ID: 383-3-0004

**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**

71

**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**

Contracts/Contract Services-As a means to support our targeted subgroups including at-risk, SPED, ESOL, minority, dyslexia, and any student in need to address learning recovery, we are seeking to address these needs through use of the Read Naturally Program. As a researched-based resource for school, teachers, and families to improve reading achievement, the Read Naturally approach to reading improvement is through teacher modeling, repeated reading, and progress monitoring. Their strategy aims to improve fluency, comprehension, and vocabulary while also building confidence to continue growth through individualized timelines, independence, and relevant text. The focus on fluency is important because it is one of the essential components of reading, and studies have shown that there is a strong correlation between oral reading fluency and overall reading achievement. Additionally, Read Naturally allows students to take responsibility for monitoring their own progress which is key to supporting USD 383 goal of focusing on Personalized Learning as students set meaningful growth goals and evaluate their progress toward those.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$6,498
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$6,498
--	---------

<b>Total Expenditures</b>	\$12,996
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe contracts/contract services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0005



**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

580 - Staff 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-Staff Travel: In an effort to support our targeted subgroups including early learners, at-risk, SPED, minority, ESOL and any student who has been negatively impacted socially/emotionally through the pandemic, we are seeking out professional development for educators to improve our active engagement in addressing social/emotional/behavioral needs of our students. Nearly all students over the past couple of years felt some degree of isolation and loneliness during the pandemic, but some experienced far more serious mental health challenges, depending on their circumstances. Students nationwide have reported that they experienced serious stress, anxiety or depression at least some time during the past year. An increasing number said they had suicidal thoughts. Some students simply vanished from schools' radars by not logging into online class or responding to emails, texts or phone calls. This learning loss, or slowing/reversal of academic progress, is expected to severe but more so for those younger students and at risk, low income populations. Gaps in achievement among different student groups are also likely to widen because of the disparate impact of the pandemic on different subgroups. As a result, it is imperative for schools to prioritize students' mental health before delving into academics; students who are lagging behind will not be able to progress academically until they feel good about themselves and connected to school.

6/6/22-K-5 teams are seeking support for professional learning around \$1,000 a person of travel and registration costs with at least one educator per building with \$1,607 to help cover per diem or other costs. Additional building and district funds will be added to get more educators to attend and learn more to bring back new ideas. K-5 teams hope to attend conference in the state and region that support social and emotional growth like cooperative learning, specific curriculum training or high-incident classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,607
<b>Budgeted Expenditures in SFY 2024</b>	\$11,607
<b>Total Expenditures</b>	<u>\$23,214</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please provide an approximate travel expense breakdown

5/26 - Please describe professional development, approximate travel expense breakdown, and how this will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0006

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

Sal-Teacher: To support the local USD 383 survey, the top two needs identified by our educational professionals are focused programs and activities for specifically identified populations, such as students at risk of dropping out of school, absenteeism, students with disabilities, ESOL students and others as well as additional staff to address the learning loss. Students will receive direct instruction from certified professionals to fill in the gaps from COVID 19 through a Tier 1 research practice (supported by one or more well-designed and well-implemented randomized control experimental studies) summer learning program to build literacy, math 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>	\$22,553
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$22,552
--	----------

<b>Total Expenditures</b>	\$45,105
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a relationship between this position and Covid 19.

Line Item ID: 383-3-0007

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability Insurance

**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**

Benefits-Disability

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$149**Budgeted Expenditures in SFY 2024** \$149**Total Expenditures** \$298**Status**

Task Force Review

Line Item ID: 383-3-0008

**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

**Account Number**

71

**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**

Benefits-FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,901**Budgeted Expenditures in SFY 2024** \$1,901**Total Expenditures** \$3,802**Status**

Task Force Review

Line Item ID: 383-3-0009

**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

**Account Number**

71

**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**

Benefits-Unemp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50**Budgeted Expenditures in SFY 2024** \$49**Total Expenditures** \$99**Status**

Task Force Review

Line Item ID: 383-3-0010

**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

**Account Number**

71

**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**

Benefits-Worker's Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$199**Budgeted Expenditures in SFY 2024** \$199**Total Expenditures** \$398**Status**

Task Force Review

Line Item ID: 383-3-0011

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**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**

Sal-Teacher Aide: To support the local USD 383 survey, the top two needs identified by our educational professionals are focused programs and activities for specifically identified populations, such as students at risk of dropping out of school, students with disabilities, ESOL students and others as well as additional staff to address the learning loss. Students will receive targeted support from classified staff to help fill in the gaps from COVID 19 through a Tier 1 research practice summer learning program (supported by one or more well-designed and well-implemented randomized control experimental studies). Students will take a pre- and post assessment to show their growth and the need for continued interventions outside of the regular school day.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$4,699
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$4,698
--	---------

<b>Total Expenditures</b>	\$9,397
---------------------------	---------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a relationship between this position and Covid 19.

Line Item ID: 383-3-0012

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability Insurance

**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**

Benefits-Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$31
<b>Budgeted Expenditures in SFY 2024</b>	\$31
<b>Total Expenditures</b>	<u>\$62</u>

**Status**

Task Force Review

Line Item ID: 383-3-0013

**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

**Account Number**

71

**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**

Benefits-FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$396
<b>Budgeted Expenditures in SFY 2024</b>	\$396
<b>Total Expenditures</b>	<u>\$792</u>

**Status**

Task Force Review

Line Item ID: 383-3-0014

**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

**Account Number**

71

**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**

Benefits-Unemp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$21**Status**

Task Force Review

Line Item ID: 383-3-0015

**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

**Account Number**

71

**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**

Benefits-Worker's Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$42**Budgeted Expenditures in SFY 2024** \$41**Total Expenditures** \$83**Status**

Task Force Review

Line Item ID: 383-3-0016

**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

**Account Number**

71

**Function Code**

1000 - Instruction

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

Contracts/Contract Services: To meet the needs of family engagement, community support and additional learning within the context of our local area, these contract services will provide field trips and career/technical ideas for students to consider employment without our region, enrollment in college or technical educational programs or enlist in the military. These efforts will enrich the summer learning opportunities with tier 1 research based approaches to give students access and exposure to various long-term future-ready options.

6/6/22-Similar to an expense we utilized within our ESSER 2 allocation for the summer recovery learning program for K-5 students called JumpStart, we are seeking ways for ESSER 3 to continue to make learning personalized and relevant with local options for travel to places like Sunset Zoo, Flint Hills Discovery Center, KSU, Ft. Riley, MATC or other summer 'field trip' options. This expenditure will support both transportation expenses (bus and driver's salary) and admission fees for students and staff for these field trip experiences.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,726
<b>Budgeted Expenditures in SFY 2024</b>	\$1,726
<b>Total Expenditures</b>	<u>\$3,452</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Can you clarify further what this expense covers? Is this for transportation to and from locations, staff supervision, entry fees to various events etc...?

5/26 - Please describe contracts/contract services and how they will address learning loss among students, including vulnerable populations as it relates to Covid 19.

Line Item ID: 383-3-0017



**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Supplies-The local ESSER III survey showed a high priority need for materials and resources for staff and students in order to develop and maintain a Tier 1 research practice summer learning program (supported by one or more well-designed and well-implemented randomized control experimental studies). Supplies will focus on literacy, mathematics and social emotional learning. All curriculum will match the evidence-based materials and practices from the school year for coherence and alignment to Kansas Standards.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,381
<b>Budgeted Expenditures in SFY 2024</b>	\$1,380
<b>Total Expenditures</b>	<u>\$2,761</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe supplies to be purchased and how they will address learning loss among students, including vulnerable populations in relation to Covid 19..

Line Item ID: 383-3-0018

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

Coordinator Salary: Our local ESSER III survey showed a high priority need for staff recruitment, hiring, and retention. The Jump Start Summer School Coordinator leads the effort in recruiting and hiring highly qualified certified and classified staff to provide excellent instruction and support for our At-Risk students, students with disabilities, and ESOL students. Coordinators and leadership will provide additional resources for educators and families to support family engagement through the use of ReadyRosie. Leadership will help schools and families easily work together to close the learning gap with Tier 1 research tools to support staff and students in the following subgroups: at-risk, SPED and ESOL. They will ensure alignment and coherence.

<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

**Line Item Comment from KSDE**

5/26 Please provide a relationship between this position and Covid 19.

Line Item ID: 383-3-0019

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability Insurance

**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**

Benefits-Disability

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$18**Budgeted Expenditures in SFY 2024** \$16**Total Expenditures** \$34**Status**

Task Force Review

Line Item ID: 383-3-0020

**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

**Account Number**

71

**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**

Benefits-FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$212**Budgeted Expenditures in SFY 2024** \$210**Total Expenditures** \$422**Status**

Task Force Review

Line Item ID: 383-3-0021

**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

**Account Number**

71

**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**

Benefits-Unemp

**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**

Task Force Review

Line Item ID: 383-3-0022

**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

**Account Number**

71

**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**

Benefits-Worker's Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22**Budgeted Expenditures in SFY 2024** \$22**Total Expenditures** \$44**Status**

Task Force Review

Line Item ID: 383-3-0023

**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

**Account Number**

71

**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**

Sal-Intervention Aide-Elementary: Through the local USD 383 ESSER III survey, stakeholders identified a need for more staff to provide instructional and personalized support for students who are identified at-risk, SPED and ESOL. Additional aide support will provide targeted academic and social emotional instruction to students who need intervention in order to reach grade level goals. Aides and staff will be utilized in various ways based upon data and student need, including push-in Tier 1 support and Tier 2/3 small group intervention. Utilizing strong evidence-based intervention curriculum such as 95% Group and Zones of Regulation, the staff teams will provide students additional support in academic and social emotional areas that were impacted by learning loss. These interventions are a direct response to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on our K-5 student subgroups.

This is targeted to provide one classified Intervention Aide per building at each of our ten elementary buildings. The estimated salary amount/position is \$14,404/year plus the associated employer paid benefits accounted for in other lines within the budget plan.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$144,040
<b>Budgeted Expenditures in SFY 2024</b>	\$144,040
<b>Total Expenditures</b>	\$288,080

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please breakdown the number of positions and associated salaries

5/26 Please provide a description for these positions, the quantity of staff members it will support, and the relationship to addressing learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0024

**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

**Account Number**

71

**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**

Benefits-Health-Elementary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$68,410**Budgeted Expenditures in SFY 2024** \$68,410**Total Expenditures** \$136,820**Status**

Task Force Review

Line Item ID: 383-3-0025

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability 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**

Benefits-Disability-Elementary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$860**Budgeted Expenditures in SFY 2024** \$860**Total Expenditures** \$1,720**Status**

Task Force Review

Line Item ID: 383-3-0026

**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

**Account Number**

71

**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**

Benefits-FICA-Elementary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,020**Budgeted Expenditures in SFY 2024** \$11,020**Total Expenditures** \$22,040**Status**

Task Force Review

Line Item ID: 383-3-0027

**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

**Account Number**

71

**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**

Benefits-Unemp-Elementary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$290**Budgeted Expenditures in SFY 2024** \$290**Total Expenditures** \$580**Status**

Task Force Review

Line Item ID: 383-3-0028

**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

**Account Number**

71

**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**

Benefits-Worker's Comp-Elementary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,150**Budgeted Expenditures in SFY 2024** \$1,150**Total Expenditures** \$2,300**Status**

Task Force Review

Line Item ID: 383-3-0029



**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**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 Imagine Learning Student License-Responding to COVID-19: Activities to maintain the continuity of district services. These are additional instructional resources for students. 200 English Learners K-8 grade will be provided opportunity to work in individualized literacy pathway through Imagine Learning Language and Literacy. This program addresses and supports development of literacy skills in English with Native Language instructional support. Two-hundred student license will be purchased each year 2023 and 2024. Expenditure for 2023 will be 200 license at \$150.00 totalling \$30,000. Expenditure for 2024 will be 200 license at \$150.00 totaling \$30,000.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	\$60,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please describe how this software will support learning loss due to Covid 19 disruptions specifically as it relates to the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

Line Item ID: 383-3-0030

**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

**Account Number**

71

**Function Code**

2213 - Instructional Staff Training Services

**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**

Professional Education Services-Responding to COVID-19: Activities to maintain the continuity of district services. Professional support, maintenance and training fees paid to Imagine Learning for Professional development support, implementation and sustainability of the K-8 Imagine Learning software licenses for students and parents of ELL students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 This description states the request is for \$30,000 in 2023 & 2024, but the request amount is for \$3,000. Can you clarify which is the correct amount?

5/26 Please describe the professional education services as well as how they will support learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid 19.

Line Item ID: 383-3-0031

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**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 Imagine Learning Adult License-Responding to COVID-19: Parental engagement activities. Covid-19 had significant impact on families with limited English proficiency. One impact being limited and reduced exposure to English language and limited opportunities for English classes and English instruction. Twenty adults will be provided a license to use Imagine Learning. The English Learner families will increase their English proficiency while learning and supporting their children. Families and students will learn together and grow in their English Language Acquisition. Expenditure of \$3000.00 in 2024 to purchase 20 Imagine Learning Language and Literacy license for adult English learners.

<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>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please describe how this software will support learning loss due to Covid 19 disruptions specifically as it relates to the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

Line Item ID: 383-3-0032

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**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-Responding to COVID-19: Technology Support and Parental Engagement. Many under-represented and marginalized families have limited technology access or ability to afford technology devices. This has been exacerbated by the COVID-19 pandemic. Providing 20 iPad devices will support family engagement, communication, academic instruction and educational opportunities. We will be providing English-Learner families with personal devices to supplement learning opportunities. This will provide additional support for technology access and understanding.

6/6/22-As noted above this will provide 20 devices to support ELL families.

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

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

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$6,000

**Total Expenditures** \$6,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Can you clarify if this is for devices, internet service, training etc...?

5/26 Please describe purchased technology and how it will address learning loss in vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0033

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**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**

Stipend Certified Teachers-Responding to COVID-19: Parental engagement activities. Many under-represented and marginalized families have limited technology access. With limited access comes limited technology skills and an increased need to close the gap. Families and students were forced to online platforms and digital communication due to COVID-19, but direct instruction and technology support was limited. We have recognized the need to train, support and monitor Limited English Proficient families technology skills and utilization of the Imagine Learning software program. Staff will plan and facilitate 5 three-hour technology workshops in 2023-24 for the twenty adults receiving the Imagine Learning License. At the events, staff will support families and provide supplemental activities that maintains the operation and continuity of services within the district and community. Expenditures for 2024 will be stipends of \$1500.00 for two staff members facilitating five (5) three-hour events totaling \$3238.00.

<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>	\$3,238
<b>Total Expenditures</b>	\$3,238

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a breakdown of per teacher stipend.

Line Item ID: 383-3-0034

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability Insurance

**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**

Disability

<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>	\$18
<b>Total Expenditures</b>	<u>\$18</u>

**Status**

Task Force Review

Line Item ID: 383-3-0035

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

FICA

<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>	\$230
<b>Total Expenditures</b>	\$230

**Status**

Task Force Review

Line Item ID: 383-3-0036

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

unemployment

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

**Status**

Task Force Review

Line Item ID: 383-3-0037



**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

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

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

workers comp

<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
<b>Total Expenditures</b>	<u>\$24</u>

**Status**

Task Force Review

Line Item ID: 383-3-0038

**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

**Account Number**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

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

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

Professional Education Services-Facilitators to support (tech, sel/b, english) workshops with families. 2 events per year. 300 payment to each facilitator. Responding to COVID-19: Parental Engagement and activities to maintain the operation and continuity of services within the district for Limited English Proficient families.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$600
--	-------

<b>Budgeted Expenditures in SFY 2024</b>	\$600
--	-------

<b>Total Expenditures</b>	<u>\$1,200</u>
---------------------------	----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please describe the professional education services as well as how they will support learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid 19.

Line Item ID: 383-3-0039

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**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**

Substitute

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,160
<b>Budgeted Expenditures in SFY 2024</b>	\$2,160
<b>Total Expenditures</b>	<u>\$4,320</u>

**Status**

Task Force Review

Line Item ID: 383-3-0040

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability 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**

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13
<b>Budgeted Expenditures in SFY 2024</b>	\$13
<b>Total Expenditures</b>	<u>\$26</u>

**Status**

Task Force Review

Line Item ID: 383-3-0041

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**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**

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$165
--	-------

<b>Budgeted Expenditures in SFY 2024</b>	\$165
--	-------

<b>Total Expenditures</b>	\$330
---------------------------	-------

**Status**

Task Force Review

Line Item ID: 383-3-0042

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**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**

unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$5
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$5
--	-----

<b>Total Expenditures</b>	\$10
---------------------------	------

**Status**

Task Force Review

Line Item ID: 383-3-0043

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**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**

workers comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17
<b>Budgeted Expenditures in SFY 2024</b>	\$17
<b>Total Expenditures</b>	<u>\$34</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**

ESSER

**Account Number**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

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

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

Professional Education Services-Responding to COVID-19: Professional Development, Boosting achievement of under-represented and marginalized populations. In Summer 2023 USD 383 ESOL program will coordinate and facilitate a summer ELLevate Camp for 50 educators to attend. We will contract with 3 state/national level experts to host various workshops directly correlating to English Learners, Immigrants, Refugees and Migrant students and families.

Responding to COVID-19: Due to the global pandemic, COVID-19, professional development for educators was greatly reduced (almost non-existent) in summer 2020 through 2021 and a focus on remote learning was priority. Remote learning created educational inequity in technology access, internet access, and instruction for English Learners. During this time, opportunity gaps and learning gaps increased. As we have worked to recover from learning loss, there is a significant need for professional learning for educators to strategically concentrate on and re-develop and learn about evidence-based instructional strategies specific to English Learners, Immigrants, Refugees and Migrant students. Because we were unable to safely travel or have in-person professional learning opportunities, we are now planning to build back professional learning opportunities that were lost due to COVID-19 for an under-represented and marginalized population. In Summer 2023 USD 383 ESOL program will recoup lost professional learning time between 2022-2022 due to COVID-19 by coordinating and facilitating a summer ELLevate Camp for 50 educators to attend. We will contract with 3 state/national level experts to host various workshops directly correlating to English Learners, Immigrants, Refugees and Migrant students and families.

<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>	\$18,000
--	----------

<b>Total Expenditures</b>	\$18,000
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

6/3 Please breakdown this expense. Does this cover salary for staff hosting the event or for the national level experts? Maybe both?

5/26 Please describe the professional education services as well as how they will support learning loss specifically as it relates to the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth most impacted by disruptions due to Covid 19.

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability Insurance

**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**

Disability

<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>	\$15
<b>Total Expenditures</b>	<u>\$15</u>

**Status**

Task Force Review

Line Item ID: 383-3-0046

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

FICA

<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>	\$184
<b>Total Expenditures</b>	<u>\$184</u>

**Status**

Task Force Review

Line Item ID: 383-3-0047



**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

unemployment

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

**Status**

Task Force Review

Line Item ID: 383-3-0048

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

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

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

workers comp

<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>	\$20
<b>Total Expenditures</b>	<u>\$20</u>

**Status**

Task Force Review

Line Item ID: 383-3-0049

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

151 - Additional compensation paid to teachers

**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**

Stipend Certified Teachers (attendees)-Responding to COVID-19: Professional Development, Boosting achievement of under-represented and marginalized populations. In Summer 2023 USD 383 ESOL program will coordinate and facilitate a summer ELLevate Camp for 50 educators to attend. 30 Certified teachers that attend the 2 day summer workshop series will receive a \$300.00 stipend.

<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>	\$9,000
--	---------

<b>Total Expenditures</b>	\$9,000
---------------------------	---------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a breakdown of per teacher stipend.

Line Item ID: 383-3-0050

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

215 - Long-Term Disability 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**

Disability

<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>	\$54
--	------

<b>Total Expenditures</b>	\$54
---------------------------	------

**Status**

Task Force Review

Line Item ID: 383-3-0051

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

221 - FICA - Employer's Contribution

**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**

FICA

<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>	\$689
<b>Total Expenditures</b>	<u>\$689</u>

**Status**

Task Force Review

Line Item ID: 383-3-0052

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

260 - Unemployment Compensation

**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**

unemployment

<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>	\$18
<b>Total Expenditures</b>	<u>\$18</u>

**Status**

Task Force Review

Line Item ID: 383-3-0053

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

270 - Worker's Compensation

**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**

workers comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$72**Total Expenditures** \$72**Status**

Task Force Review

Line Item ID: 383-3-0054

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

215 - Long-Term Disability 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**

Disability

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$36**Total Expenditures** \$36**Status**

Task Force Review

Line Item ID: 383-3-0055

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

221 - FICA - Employer's Contribution

**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**

FICA

<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>	\$459
<b>Total Expenditures</b>	\$459

**Status**

Task Force Review

Line Item ID: 383-3-0056

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

260 - Unemployment Compensation

**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**

unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$12
<b>Total Expenditures</b>	\$12

**Status**

Task Force Review

Line Item ID: 383-3-0057

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER

**Account Number**

71

**Function Code**2210 - Improvement of Instruction  
Services**Object Code**

270 - Worker's Compensation

**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**

workers comp

<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>	\$48
<b>Total Expenditures</b>	<u>\$48</u>

**Status**

Task Force Review

Line Item ID: 383-3-0058

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**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**

ESOL 6-12 Curricular Resource-Responding to COVID-19: Curricular resources and activities to maintain the operation and continuity of services within the district. These are additional instructional and curricular resources for students. We will purchase curricular resources for grades 6-12 ESOL program that align with or correspond to the Kansas ELP standards. In 2022 we will work with publishing companies to do a curriculum review and pilot. By Fall 2023 we will fully purchase an evidence-based, standards aligned curriculum resource to support the education and language acquisition of English Learners in grades 6-12.

<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>	\$4,000
<b>Total Expenditures</b>	\$16,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe the ESOL 6-12 curricular resource and how it will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0059



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER

**Account Number**

71

**Function Code**

2213 - Instructional Staff Training Services

**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**

Professional Education Services-Responding to COVID-19: Professional Development to address the needs of underserved populations (English Learners). The professional development will align with the implementation and sustainability of the 6-12 curricular resources chosen. This allocation will support and pay for representatives from the publishing company to provide the direct professional development necessary to full integrate a new curricular resource and mentor and coach the 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>	\$6,000
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
--	---------

<b>Total Expenditures</b>	\$9,000
---------------------------	---------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please describe the professional education services as well as how they will support learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid 19.

Line Item ID: 383-3-0060

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**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**

Substitute

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,880
<b>Budgeted Expenditures in SFY 2024</b>	\$1,440
<b>Total Expenditures</b>	<u>\$4,320</u>

**Status**

Task Force Review

Line Item ID: 383-3-0061

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability 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**

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17
<b>Budgeted Expenditures in SFY 2024</b>	\$9
<b>Total Expenditures</b>	<u>\$26</u>

**Status**

Task Force Review

Line Item ID: 383-3-0062

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**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**

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$220
--	-------

<b>Budgeted Expenditures in SFY 2024</b>	\$110
--	-------

<b>Total Expenditures</b>	\$330
---------------------------	-------

**Status**

Task Force Review

Line Item ID: 383-3-0063

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**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**

unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$6
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$3
--	-----

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

**Status**

Task Force Review

Line Item ID: 383-3-0064

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**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**

workers comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24
<b>Budgeted Expenditures in SFY 2024</b>	\$12
<b>Total Expenditures</b>	<u>\$36</u>

**Status**

Task Force Review

Line Item ID: 383-3-0065

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2219 - Other Improvement of Instruction Services

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL 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**

master teacher pd license-Responding to COVID-19: Professional Development In each year 2022 and 2023, thirty-two (32) certified educators will receive professional development and training to support the academic and language needs of English Learners and Culturally and Linguistically Diverse families. Each teacher will be provided a site license through Master Teacher for the ELL Professional Development Courses. Teachers will have access to 17 course modules and supplementary resources. It is estimated each license will cost \$45.00. Expenditure in 2022 will be \$1440.00. Expenditure in 2023 will be \$1440.00

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,440
<b>Budgeted Expenditures in SFY 2024</b>	\$1,440
<b>Total Expenditures</b>	\$2,880

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please describe how this PD will support learning loss due to Covid 19 disruptions specifically as it relates to the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

Line Item ID: 383-3-0066

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

151 - Additional compensation paid to teachers

**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**

Stipend Certified Teachers (completion of PD)-32 teachers, ESOL PD Master Teacher

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,400**Budgeted Expenditures in SFY 2024** \$14,400**Total Expenditures** \$28,800**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a breakdown of per teacher stipend.

Line Item ID: 383-3-0067

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

215 - Long-Term Disability Insurance

**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**

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$87
<b>Budgeted Expenditures in SFY 2024</b>	\$87
<b>Total Expenditures</b>	<u>\$174</u>

**Status**

Task Force Review

Line Item ID: 383-3-0068

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,101
<b>Budgeted Expenditures in SFY 2024</b>	\$1,101
<b>Total Expenditures</b>	<u>\$2,202</u>

**Status**

Task Force Review

Line Item ID: 383-3-0069



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30
<b>Budgeted Expenditures in SFY 2024</b>	\$30
<b>Total Expenditures</b>	<u>\$60</u>

**Status**

Task Force Review

Line Item ID: 383-3-0070

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

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

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

workers comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$116
<b>Budgeted Expenditures in SFY 2024</b>	\$116
<b>Total Expenditures</b>	\$232

**Status**

Task Force Review

Line Item ID: 383-3-0071

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**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**

Substitute

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,200
<b>Budgeted Expenditures in SFY 2024</b>	\$1,200
<b>Total Expenditures</b>	\$2,400

**Status**

Task Force Review

Line Item ID: 383-3-0072

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability 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**

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7
<b>Budgeted Expenditures in SFY 2024</b>	\$7
<b>Total Expenditures</b>	<u>\$14</u>

**Status**

Task Force Review

Line Item ID: 383-3-0073

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**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**

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$92
<b>Budgeted Expenditures in SFY 2024</b>	\$92
<b>Total Expenditures</b>	<u>\$184</u>

**Status**

Task Force Review

Line Item ID: 383-3-0074

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**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**

unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$3**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 383-3-0075

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**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**

workers comp

**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**

Task Force Review

Line Item ID: 383-3-0076

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Tuition Reimbursement: 12 stipends at \$1200.00 each 6 per year. 2 Summer 2022, 2 Fall 2022, 2 Spring 2023, 2 summer 2023, 2 Fall 2023, 2 Spring 2024

During the global pandemic, COVID-19, 2020-2022 educator professional learning and higher level education was challenging to complete. Much of this was due to the constant pivots educators were asked to make and a critical focus on student learning and engagement versus teacher learning and achievement. Many campuses were closed or also went to remote instruction, thus limiting opportunity. Because of COVID-19 educators had fewer opportunities to continue their personal learning pathways and higher education. Continuous learning for educators took the backseat to pandemic triage. Because of this, we significantly reduced the implementation of and support of educator learning. The pandemic has also had a significant impact on personal finances. Providing tuition reimbursement will not only support the disruption of educational opportunity and learning for teachers but will help them financially.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
<b>Budgeted Expenditures in SFY 2024</b>	\$7,200
<b>Total Expenditures</b>	<u>\$14,400</u>

**Status**

Task Force Review

Line Item ID: 383-3-0077

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

215 - Long-Term Disability 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**

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$43
<b>Budgeted Expenditures in SFY 2024</b>	\$43
<b>Total Expenditures</b>	\$86

**Status**

Task Force Review

Line Item ID: 383-3-0078

**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

**Account Number**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$551
<b>Budgeted Expenditures in SFY 2024</b>	\$551
<b>Total Expenditures</b>	\$1,102

**Status**

Task Force Review

Line Item ID: 383-3-0079

**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

**Account Number**

71

**Function Code**2210 - Improvement of Instruction  
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**

unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15
<b>Budgeted Expenditures in SFY 2024</b>	\$15
<b>Total Expenditures</b>	<u>\$30</u>

**Status**

Task Force Review

Line Item ID: 383-3-0080

**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

**Account Number**

71

**Function Code**2210 - Improvement of Instruction  
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**

workers comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$58
<b>Budgeted Expenditures in SFY 2024</b>	\$58
<b>Total Expenditures</b>	<u>\$116</u>

**Status**

Task Force Review

Line Item ID: 383-3-0081

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**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**

Stipend Certified Teachers (summer teacher)-2023 HS Summer Learning. Intensive summer programming for Newcomer ELLs as alternative to credit recovery. Max enrollment 12. grades 9-12. 1 certified teacher (16 1/2 days instruction + 4 1/2 days planning & prep (20 1/2 days), 2 classified staff 16 1/2 days)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
--	---------

<b>Total Expenditures</b>	\$2,000
---------------------------	---------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a breakdown of per teacher stipend.

Line Item ID: 383-3-0082

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability Insurance

**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**

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$12
--	------

<b>Total Expenditures</b>	\$12
---------------------------	------

**Status**

Task Force Review

Line Item ID: 383-3-0083



**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

FICA

<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>	\$153
<b>Total Expenditures</b>	\$153

**Status**

Task Force Review

Line Item ID: 383-3-0084

**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

**Account Number**

71

**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**

unemployment

<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>	\$4

**Status**

Task Force Review

Line Item ID: 383-3-0085

**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

**Account Number**

71

**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**

workers comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$16**Total Expenditures** \$16**Status**

Task Force Review

Line Item ID: 383-3-0086

**Allocation Type**

Direct Allocation

**Is 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**

71

**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 Materials and Supplies-HS Summer Learning Program Supplies ELL

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$1,800**Total Expenditures** \$1,800**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe supplies to be purchased and how they will address learning loss among students, including vulnerable populations.

Line Item ID: 383-3-0087

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

1000 - Instruction

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**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**

Stipend Classified Staff (summer)-2023 HS Summer Learning. Intensive summer programming for Newcomer ELLs as alternative to credit recovery. Max enrollment 12. grades 9-12. 1 certified teacher (16 1/2 days instruction + 4 1/2 days planning & prep (20 1/2 days), 2 classified staff 16 1/2 days)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$1,600
---------------------------	---------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a breakdown of per staff member stipend.

Line Item ID: 383-3-0088

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability Insurance

**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**

Disability

<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>	\$10
--	------

<b>Total Expenditures</b>	\$10
---------------------------	------

**Status**

Task Force Review

Line Item ID: 383-3-0089

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$122**Total Expenditures** \$122**Status**

Task Force Review

Line Item ID: 383-3-0090

**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

**Account Number**

71

**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**

unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$4**Status**

Task Force Review

Line Item ID: 383-3-0091

**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

**Account Number**

71

**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**

workers comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$14**Total Expenditures** \$14**Status**

Task Force Review

Line Item ID: 383-3-0092

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

1000 - Instruction

**Object Code**

581 - In-District Travel

**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**

In-District Travel: 1 relevant &amp; experiential trip per week HS Summer Learning Program 6/6/22-This expenditure will cover the cost of transportation for the experiential weekly field trips (i.e. cost of the bus and driver salary for the trip).

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$600**Total Expenditures** \$600**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please clarify what this expense covers (fuel, staff salary etc...)

5/26 - Please describe travel expense breakdown and how this will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0093

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

1000 - Instruction

**Object Code**

510 - Student Transportation 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**

Student Transportation Services-Bus/Transportation Driver

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

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

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$200

**Total Expenditures** \$200

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe transportation services and how they will address learning loss among students, including vulnerable populations.

Line Item ID: 383-3-0094

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability Insurance

**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**

Disability

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

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

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$2

**Total Expenditures** \$2

**Status**

Task Force Review

Line Item ID: 383-3-0095

**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

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$16**Total Expenditures** \$16**Status**

Task Force Review

Line Item ID: 383-3-0096

**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

**Account Number**

71

**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**

unemployment

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

Task Force Review

Line Item ID: 383-3-0097

**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

**Account Number**

71

**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**

workers comp

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

**Status**

Task Force Review

Line Item ID: 383-3-0098

**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

**Account Number**

71

**Function Code**

2000 - Support Services

**Object Code**

513 - Student Transportation Services by Outside Agency or Company

**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**

Student Transportation Services: Purchase aTa bus passes for students/families to attend school, events, activities, workshops and summer programs (the 30-day passes each month August-July 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>	\$3,600
<b>Budgeted Expenditures in SFY 2024</b>	\$3,600
<b>Total Expenditures</b>	\$7,200

**Status**

Task Force Review

Line Item ID: 383-3-0099



**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

**Account Number**

71

**Function Code**

2230 -

**Object Code**

111 - Full-Time 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**

Salary-IT Facilitator: These 3.0 FTE staff are to address the transition to 1:1 devices during the COVID outbreak to provide access to all students. With the introduction of these devices all staff need additional support to use the technology effectively to assist students and their families. This support will help in the recovery from COVID to improved classroom use of the tools in the future.

<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>	\$180,000
<b>Total Expenditures</b>	\$360,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a relationship between this position and Covid 19.

Line Item ID: 383-3-0100

**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**

ESSER

**Account Number**

71

**Function Code**

2230 -

**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**

Benefits-Health

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,523
<b>Budgeted Expenditures in SFY 2024</b>	\$20,523
<b>Total Expenditures</b>	\$41,046

**Status**

Task Force Review

Line Item ID: 383-3-0101

**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**

ESSER

**Account Number**

71

**Function Code**

2230 -

**Object Code**

215 - Long-Term Disability 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**

Benefits-Disability

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,080**Budgeted Expenditures in SFY 2024** \$1,080**Total Expenditures** \$2,160**Status**

Task Force Review

Line Item ID: 383-3-0102

**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**

ESSER

**Account Number**

71

**Function Code**

2230 -

**Object Code**

221 - FICA - Employer's Contribution

**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**

Benefits-FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,770**Budgeted Expenditures in SFY 2024** \$13,770**Total Expenditures** \$27,540**Status**

Task Force Review

Line Item ID: 383-3-0103

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER

**Account Number**

71

**Function Code**

2230 -

**Object Code**

260 - Unemployment Compensation

**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**

Benefits-Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$360
<b>Budgeted Expenditures in SFY 2024</b>	\$360
<b>Total Expenditures</b>	\$720

**Status**

Task Force Review

Line Item ID: 383-3-0104

**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**

ESSER

**Account Number**

71

**Function Code**

2230 -

**Object Code**

270 - Worker's Compensation

**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**

Benefits-Worker's Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,440
<b>Budgeted Expenditures in SFY 2024</b>	\$1,440
<b>Total Expenditures</b>	\$2,880

**Status**

Task Force Review

Line Item ID: 383-3-0105

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER

**Account Number**

71

**Function Code**

2230 -

**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**

Sal-Classified Support (SU): The addition of 4.0 FTE Summer Support Staff are necessary to address care and maintenance of the 1:1 devices acquired during COVID. These staff will help to maintain the equipment for use post-COVID and into the future

<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>	\$24,000
<b>Total Expenditures</b>	\$48,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a relationship between this position and Covid 19.

Line Item ID: 383-3-0106

**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**

ESSER

**Account Number**

71

**Function Code**

2230 -

**Object Code**

215 - Long-Term Disability 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**

Benefits-Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$144
<b>Budgeted Expenditures in SFY 2024</b>	\$144
<b>Total Expenditures</b>	\$288

**Status**

Task Force Review

Line Item ID: 383-3-0107

**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**

ESSER

**Account Number**

71

**Function Code**

2230 -

**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**

Benefits-FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,836
<b>Budgeted Expenditures in SFY 2024</b>	\$1,836
<b>Total Expenditures</b>	<u>\$3,672</u>

**Status**

Task Force Review

Line Item ID: 383-3-0108

**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**

ESSER

**Account Number**

71

**Function Code**

2230 -

**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-Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$48
<b>Budgeted Expenditures in SFY 2024</b>	\$48
<b>Total Expenditures</b>	<u>\$96</u>

**Status**

Task Force Review

Line Item ID: 383-3-0109

**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**

ESSER

**Account Number**

71

**Function Code**

2230 -

**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-Worker's Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$192**Budgeted Expenditures in SFY 2024** \$192**Total Expenditures** \$384**Status**

Task Force Review

Line Item ID: 383-3-0110

**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**

ESSER

**Account Number**

71

**Function Code**

2230 -

**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**

IT Supplies &amp; Materials: New and replacement equipment including replacement charging cords, cases and iPads to support the maintenance of the 1:1 iPad program for all students K-12.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$46,781**Budgeted Expenditures in SFY 2024** \$46,781**Total Expenditures** \$93,562**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe supplies to be purchased

Line Item ID: 383-3-0111

**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**

ESSER

**Account Number**

71

**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**

SAL-HOURLY CLASSIFIED INSTRUCTIONAL: Retention pay for classified personnel at a rate of \$1.00/hour based on actual hours worked. We are struggling to retain employees and compete within our community and this helps to promote retention and reward those employees who remain employed by the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$455,000
<b>Budgeted Expenditures in SFY 2024</b>	\$455,000
<b>Total Expenditures</b>	<u>\$910,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a salary breakdown for these positions and a relationship to Covid 19.

Line Item ID: 383-3-0112

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability 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**

BENEFITS-DISABILITY

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,730
<b>Budgeted Expenditures in SFY 2024</b>	\$2,730
<b>Total Expenditures</b>	<u>\$5,460</u>

**Status**

Task Force Review

Line Item ID: 383-3-0113

**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**

ESSER

**Account Number**

71

**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**

BENEFITS-FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$34,808**Budgeted Expenditures in SFY 2024** \$34,808**Total Expenditures** \$69,616**Status**

Task Force Review

Line Item ID: 383-3-0114

**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**

ESSER

**Account Number**

71

**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-UNEMPL

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$910**Budgeted Expenditures in SFY 2024** \$910**Total Expenditures** \$1,820**Status**

Task Force Review

Line Item ID: 383-3-0115



**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**

ESSER

**Account Number**

71

**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**

BENEFITS-WORKERS COMP

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,640**Budgeted Expenditures in SFY 2024** \$3,640**Total Expenditures** \$7,280**Status**

Task Force Review

Line Item ID: 383-3-0116

**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**

ESSER

**Account Number**

71

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

SAL-HOURLY CLASSIFIED SUPPORT STAFF: Retention pay for classified personnel at a rate of \$1.00/hour based on actual hours worked. We are struggling to retain employees and compete within our community and this helps to promote retention and reward those employees who remain employed by the district.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$382,200**Budgeted Expenditures in SFY 2024** \$382,200**Total Expenditures** \$764,400**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a relationship between these positions and Covid 19.

Line Item ID: 383-3-0117

**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**

ESSER

**Account Number**

71

**Function Code**

2000 - Support Services

**Object Code**

215 - Long-Term Disability 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**

BENEFITS-DISABILITY

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,293**Budgeted Expenditures in SFY 2024** \$2,293**Total Expenditures** \$4,586**Status**

Task Force Review

Line Item ID: 383-3-0118

**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**

ESSER

**Account Number**

71

**Function Code**

2000 - Support Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

BENEFITS-FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$29,240**Budgeted Expenditures in SFY 2024** \$29,240**Total Expenditures** \$58,480**Status**

Task Force Review

Line Item ID: 383-3-0119

**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**

ESSER

**Account Number**

71

**Function Code**

2000 - Support 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**

BENEFITS-UNEMPL

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$765
--	-------

<b>Budgeted Expenditures in SFY 2024</b>	\$765
--	-------

<b>Total Expenditures</b>	<u>\$1,530</u>
---------------------------	----------------

**Status**

Task Force Review

Line Item ID: 383-3-0120

**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**

ESSER

**Account Number**

71

**Function Code**

2000 - Support 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**

BENEFITS-WORKERS COMP

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$3,058
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$3,058
--	---------

<b>Total Expenditures</b>	<u>\$6,116</u>
---------------------------	----------------

**Status**

Task Force Review

Line Item ID: 383-3-0121

**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**

ESSER

**Account Number**

71

**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**

SAL-HOURLY FOOD SERVICE STAFF: Retention pay for classified personnel at a rate of \$1.00/hour based on actual hours worked. We are struggling to retain employees and compete within our community and this helps to promote retention and reward those employees who remain employed by the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$72,800
<b>Budgeted Expenditures in SFY 2024</b>	\$72,800
<b>Total Expenditures</b>	<u>\$145,600</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a relationship between these positions and Covid 19.

Line Item ID: 383-3-0122

**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**

ESSER

**Account Number**

71

**Function Code**

3100 - Food Service Operations

**Object Code**

215 - Long-Term Disability 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**

BENEFITS-DISABILITY

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$437
<b>Budgeted Expenditures in SFY 2024</b>	\$437
<b>Total Expenditures</b>	<u>\$874</u>

**Status**

Task Force Review

Line Item ID: 383-3-0123

**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**

ESSER

**Account Number**

71

**Function Code**

3100 - Food Service Operations

**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**

BENEFITS-FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,570
<b>Budgeted Expenditures in SFY 2024</b>	\$5,570
<b>Total Expenditures</b>	\$11,140

**Status**

Task Force Review

Line Item ID: 383-3-0124

**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**

ESSER

**Account Number**

71

**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**

BENEFITS-UNEMPL

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$146
<b>Budgeted Expenditures in SFY 2024</b>	\$146
<b>Total Expenditures</b>	\$292

**Status**

Task Force Review

Line Item ID: 383-3-0125

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**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**

BENEFITS-WORKERS COMP

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

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

**Budgeted Expenditures in SFY 2023** \$582

**Budgeted Expenditures in SFY 2024** \$582

**Total Expenditures** \$1,164

**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**

71

**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**

SAL-CERTIFIED PERSONNEL: Retention/premium pay for licensed personnel who remain employed by the district. Pay increases are limited due to COVID enrollment decline.

6/6/2022 -This is projected to amount to \$1,000/year for each licensed/managerial position in the district, provided they remain employed with the district for the subsequent fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$578,000
<b>Budgeted Expenditures in SFY 2024</b>	\$578,000
<b>Total Expenditures</b>	<u>\$1,156,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please breakdown amount per staff member

5/26 Please provide a relationship between these positions and Covid 19.

Line Item ID: 383-3-0127

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability 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**

BENEFITS-DISABILITY

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,468
<b>Budgeted Expenditures in SFY 2024</b>	\$3,468
<b>Total Expenditures</b>	\$6,936

**Status**

Task Force Review

Line Item ID: 383-3-0128

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**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**

BENEFITS-FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$44,217
<b>Budgeted Expenditures in SFY 2024</b>	\$44,217
<b>Total Expenditures</b>	\$88,434

**Status**

Task Force Review

Line Item ID: 383-3-0129



**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**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-UNEMPL

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,156**Budgeted Expenditures in SFY 2024** \$1,156**Total Expenditures** \$2,312**Status**

Task Force Review

Line Item ID: 383-3-0130

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**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**

BENEFITS-WORKERS COMP

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,624**Budgeted Expenditures in SFY 2024** \$4,624**Total Expenditures** \$9,248**Status**

Task Force Review

Line Item ID: 383-3-0131

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2000 - Support 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**

SAL-CERTIFIED INSTRUCTIONAL SUPPORT: Retention/premium pay for licensed personnel who remain employed by the district. Pay increases are limited due to COVID enrollment decline.

6/6/22-This is projected to by a value of \$1,000/year for licensed/managerial personnel, provided they remain employed by the district in the subsequent fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$68,000
<b>Budgeted Expenditures in SFY 2024</b>	\$68,000
<b>Total Expenditures</b>	<u>\$136,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please breakdown amount paid per staff member.

5/26 Please provide a relationship between these positions and Covid 19.

Line Item ID: 383-3-0132

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2000 - Support Services

**Object Code**

215 - Long-Term Disability 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**

BENEFITS-DISABILITY

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$408
<b>Budgeted Expenditures in SFY 2024</b>	\$408
<b>Total Expenditures</b>	<u>\$816</u>

**Status**

Task Force Review

Line Item ID: 383-3-0133

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2000 - Support Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

BENEFITS-FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,202
<b>Budgeted Expenditures in SFY 2024</b>	\$5,202
<b>Total Expenditures</b>	<u>\$10,404</u>

**Status**

Task Force Review

Line Item ID: 383-3-0134

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2000 - Support 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**

BENEFITS-UNEMPL

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$136
<b>Budgeted Expenditures in SFY 2024</b>	\$136
<b>Total Expenditures</b>	<u>\$272</u>

**Status**

Task Force Review

Line Item ID: 383-3-0135

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2000 - Support 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**

BENEFITS-WORKERS COMP

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$544
<b>Budgeted Expenditures in SFY 2024</b>	\$544
<b>Total Expenditures</b>	<u>\$1,088</u>

**Status**

Task Force Review

Line Item ID: 383-3-0136

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

3100 - Food Service Operations

**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**

SAL-FOOD SERVICE MANAGERIAL: Retention/premium pay for Food Service Managerial staff who remain employed by the district. Pay increases have been limited due to COVID enrollment decline.

6/6/22-This is projected to be \$1,000/year for Food Service Managerial staff who remain employed with the district in the subsequent fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$34,000
<b>Budgeted Expenditures in SFY 2024</b>	\$34,000
<b>Total Expenditures</b>	\$68,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please breakdown amount paid per staff member.

5/26 Please provide a relationship between this position and Covid 19.

Line Item ID: 383-3-0137

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

3100 - Food Service Operations

**Object Code**

215 - Long-Term Disability 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**

BENEFITS-DISABILITY

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$204
<b>Budgeted Expenditures in SFY 2024</b>	\$204
<b>Total Expenditures</b>	\$408

**Status**

Task Force Review

Line Item ID: 383-3-0138

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

3100 - Food Service Operations

**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**

BENEFITS-FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,601
<b>Budgeted Expenditures in SFY 2024</b>	\$2,601
<b>Total Expenditures</b>	\$5,202

**Status**

Task Force Review

Line Item ID: 383-3-0139

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**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**

BENEFITS-UNEMPL

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$68**Budgeted Expenditures in SFY 2024** \$68**Total Expenditures** \$136**Status**

Task Force Review

Line Item ID: 383-3-0140

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**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**

BENEFITS-WORKERS COMP

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$272**Budgeted Expenditures in SFY 2024** \$272**Total Expenditures** \$544**Status**

Task Force Review

Line Item ID: 383-3-0141

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

PROFESSIONAL SERVICES-JOB CORP: Ongoing financial support of Flint Hills Job Corp program to allow program continuity and sustainment of existing personnel. Enrollment has significantly decreased due to Dept. of Labor travel limitations.

6/6/2022 This is not a payment to individual employees, rather it is a journal entry at the end of the fiscal year to cover program expenditures over generated revenue, due to limited enrollment numbers. This will allow the program to continue to maintain operations, without going into a deficit spending mode and creating a budgetary violation within the district's overall budget. The overage is necessary to maintain the continuity and personnel within the program and is caused by COVID driven enrollment decline caused by ongoing travel restrictions imposed by the Department of Labor.

<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>	\$73,017
<b>Total Expenditures</b>	<u>\$153,017</u>

**Status**

Task Force Review

Line Item ID: 383-3-0142



**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

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

Special Education Coach: Due to staffing demands and hiring teachers who are not fully endorsed or trained in special education, it is important to provide additional support for our educators so they can properly meet the needs of their students. By providing support for the educators, we can target specific needs while implementing research based strategies.

<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>	\$62,220
<b>Total Expenditures</b>	<u>\$122,220</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a relationship between this position and Covid 19.

Line Item ID: 383-3-0143

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

210 - Group Insurance

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

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

Health Insurance

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,840
<b>Budgeted Expenditures in SFY 2024</b>	\$6,840
<b>Total Expenditures</b>	<u>\$13,680</u>

**Status**

Task Force Review

Line Item ID: 383-3-0144

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

215 - Long-Term Disability Insurance

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

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

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$360
<b>Budgeted Expenditures in SFY 2024</b>	\$373
<b>Total Expenditures</b>	<u>\$733</u>

**Status**

Task Force Review

Line Item ID: 383-3-0145

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

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

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,590
<b>Budgeted Expenditures in SFY 2024</b>	\$4,759
<b>Total Expenditures</b>	<u>\$9,349</u>

**Status**

Task Force Review

Line Item ID: 383-3-0146

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**2210 - Improvement of Instruction  
Services**Object Code**

260 - Unemployment Compensation

**Allowable Use**1B - Any activity authorized by the  
Individuals with Disabilities Education  
Act.**Please describe the expenditures within the account and how they will address a COVID-19 need**

unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$120
<b>Budgeted Expenditures in SFY 2024</b>	\$124
<b>Total Expenditures</b>	<u>\$244</u>

**Status**

Task Force Review

Line Item ID: 383-3-0147

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**2210 - Improvement of Instruction  
Services**Object Code**

270 - Worker's Compensation

**Allowable Use**1B - Any activity authorized by the  
Individuals with Disabilities Education  
Act.**Please describe the expenditures within the account and how they will address a COVID-19 need**

workers comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$480
<b>Budgeted Expenditures in SFY 2024</b>	\$497
<b>Total Expenditures</b>	<u>\$977</u>

**Status**

Task Force Review

Line Item ID: 383-3-0148

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Tuition Reimbursement: Due to staffing needs, we are hiring many educators who are not endorsed in special education. In order to encourage them to pursue their endorsement and be eligible to teach in special education programs to support the needs of students, we would like to provide tuition reimbursement to support their growth and development as educators.

6/6/2022-\$500 per semester, \$1,000 per year for qualifying staff members. To meet the eligibility criteria the staff members must show verification of enrollment as well as final course grade.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	\$60,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please breakdown amount paid per staff member.

5/26 - Please describe tuition reimbursement and how this will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0149

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

215 - Long-Term Disability 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**

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$180
<b>Budgeted Expenditures in SFY 2024</b>	\$180
<b>Total Expenditures</b>	<u>\$360</u>

**Status**

Task Force Review

Line Item ID: 383-3-0150

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,295
<b>Budgeted Expenditures in SFY 2024</b>	\$2,295
<b>Total Expenditures</b>	<u>\$4,590</u>

**Status**

Task Force Review

Line Item ID: 383-3-0151

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**2210 - Improvement of Instruction  
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**

unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60
<b>Budgeted Expenditures in SFY 2024</b>	\$60
<b>Total Expenditures</b>	<u>\$120</u>

**Status**

Task Force Review

Line Item ID: 383-3-0152

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**2210 - Improvement of Instruction  
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**

workers comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$240
<b>Budgeted Expenditures in SFY 2024</b>	\$240
<b>Total Expenditures</b>	<u>\$480</u>

**Status**

Task Force Review

Line Item ID: 383-3-0153

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

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

Special Education Case Manager: Due to the number of students requiring services and showing learning loss, some of our schools have caseloads that make it very challenging to meet the needs of students without extra support. By adding a case manager, we are able to better meet the needs of students and address the learning loss or lack of growth by providing additional certified staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,355
<b>Budgeted Expenditures in SFY 2024</b>	\$47,033
<b>Total Expenditures</b>	\$92,388

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a relationship between this position and Covid 19.

Line Item ID: 383-3-0154

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

210 - Group Insurance

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

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

Health Insurance

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,840
<b>Budgeted Expenditures in SFY 2024</b>	\$6,840
<b>Total Expenditures</b>	\$13,680

**Status**

Task Force Review

Line Item ID: 383-3-0155

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

215 - Long-Term Disability Insurance

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

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

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$272
<b>Budgeted Expenditures in SFY 2024</b>	\$282
<b>Total Expenditures</b>	<u>\$554</u>

**Status**

Task Force Review

Line Item ID: 383-3-0156

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

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

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,469
<b>Budgeted Expenditures in SFY 2024</b>	\$3,598
<b>Total Expenditures</b>	<u>\$7,067</u>

**Status**

Task Force Review

Line Item ID: 383-3-0157



**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

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

unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$90
<b>Budgeted Expenditures in SFY 2024</b>	\$94
<b>Total Expenditures</b>	<u>\$184</u>

**Status**

Task Force Review

Line Item ID: 383-3-0158

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

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

workers comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$362
<b>Budgeted Expenditures in SFY 2024</b>	\$376
<b>Total Expenditures</b>	<u>\$738</u>

**Status**

Task Force Review

Line Item ID: 383-3-0159

**Allocation Type**

Direct Allocation

**Is 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-SPED

**Account Number**

30

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**1B - Any activity authorized by the  
Individuals with Disabilities Education  
Act.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contract Services: Due to staffing demands and the lack of some related service staff, we may be required to contract services with an outside agency so students get the support they need to make growth toward their IEP goals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$17,785
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$17,569
--	----------

<b>Total Expenditures</b>	<u>\$35,354</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe contract services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0160

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2500 - Central 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**

SALARY-CRD (R & R): Addition of a Recruitment and Retention Coordinator to focus on hiring and retaining quality personnel. The environment for employees is highly competitive in our region and we need to develop a process to promote hiring, retaining and diversifying our staff. The COVID pandemic contributed to the loss of a large number of district employees due to retirement and resignation. We have operated without a full staff for the last two years and this position will target rebuilding our staff to a pre-COVID level so the district is not in a situation of having to consider short or long-term closures due to inadequate staffing. We never experienced this challenge prior to COVID, and if we are every to fully recover from the effects of the pandemic we must get back to a full staffing level to maintain normal and consistent operations.

<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>	\$60,000
--	----------

<b>Total Expenditures</b>	\$120,000
---------------------------	-----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

5/26 - Please describe CRD (R&amp;R) and how this expense relates to Covid 19.

Line Item ID: 383-3-0161

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2500 - Central Services

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

BENEFITS-HEALTH

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,000**Budgeted Expenditures in SFY 2024** \$7,000**Total Expenditures** \$14,000**Status**

Task Force Review

Line Item ID: 383-3-0162

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2500 - Central Services

**Object Code**

215 - Long-Term Disability 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**

BENEFITS-DISABILITY

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$360**Budgeted Expenditures in SFY 2024** \$360**Total Expenditures** \$720**Status**

Task Force Review

Line Item ID: 383-3-0163

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2500 - Central Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

BENEFITS-FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,590
<b>Budgeted Expenditures in SFY 2024</b>	\$4,590
<b>Total Expenditures</b>	\$9,180

**Status**

Task Force Review

Line Item ID: 383-3-0164

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**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**

BENEFITS-UNEMPL

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$120
<b>Budgeted Expenditures in SFY 2024</b>	\$120
<b>Total Expenditures</b>	\$240

**Status**

Task Force Review

Line Item ID: 383-3-0165

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**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**

BENEFITS-WORKERS COMP

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

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

**Budgeted Expenditures in SFY 2023** \$480

**Budgeted Expenditures in SFY 2024** \$480

**Total Expenditures** \$960

**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**

71

**Function Code**

2500 - Central Services

**Object Code**

580 - Staff Travel

**Allowable Use**

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

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

STAFF TRAVEL: Travel expenses for the Recruitment and Retention Coordinator to promote and maintain a diverse and quality workforce for the district. Finding and retaining adequate personnel has become a district-wide challenge since the start of COVID. Open positions at all levels within the organization have fewer applicants since COVID. Additionally, we have experienced a higher than normal retirement and resignation rate, as people have chosen to leave their positions and not return to the workforce. We have struggled to maintain normal district operations and filling open positions is imperative if we are to make a full recovery from the pandemic and recover to normal operations, at some point in the future. This position will focus on finding, retaining and building a stable staff that will allow the district to not experience temporary or long-term closures due to a lack of personnel.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$20,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

5/26 - Please provide approximate travel expense breakdown and how this expense relates to Covid 19.

Line Item ID: 383-3-0167

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2500 - Central Services

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

SUPPLIES AND MATERIALS: Materials for the Recruitment and Retention Coordinator to fulfill their mission of promoting and retaining a high quality diverse workforce within the district. Finding and retaining adequate personnel has become a district-wide challenge since the start of COVID. Open positions at all levels within the organization have fewer applicants since COVID. Additionally, we have experienced a higher than normal retirement and resignation rate, as people have chosen to leave their positions and not return to the workforce. We have struggled to maintain normal district operations and filling open positions is imperative if we are to make a full recovery from the pandemic and recover to normal operations, at some point in the future. This position will focus on finding, retaining and building a stable staff that will allow the district to not experience temporary or long-term closures due to a lack of personnel. This expense is targeted for supplies to support the position in fulfilling their mission of rebuilding our staff that has been negatively impacted by COVID retirements and resignations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$7,500
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$7,500
--	---------

<b>Total Expenditures</b>	<u>\$15,000</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

5/26 - Please describe supplies to be purchased and how they relate to Covid 19.

Line Item ID: 383-3-0168



**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

120 - Regular Non-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**

SALARY-CRD (COVID RESPONSE): The COVID Response Coordinator position will used to support USD 383 school nurses for communication with families and the Riley County Health Department. This position is important in maintaining accurate COVID information as we continue to respond to and recover from COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$40,000
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a description for this position and a relationship to Covid 19.

Line Item ID: 383-3-0169

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

210 - Group Insurance

**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**

BENEFITS-HEALTH

<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>	\$0
--	-----

<b>Total Expenditures</b>	\$7,000
---------------------------	---------

**Status**

Task Force Review

Line Item ID: 383-3-0170

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

215 - Long-Term Disability Insurance

**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**

BENEFITS-DISABILITY

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$240**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$240**Status**

Task Force Review

Line Item ID: 383-3-0171

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

221 - FICA - Employer's Contribution

**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**

BENEFITS-FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,060**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,060**Status**

Task Force Review

Line Item ID: 383-3-0172

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**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**

BENEFITS-UNEMPL

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$80**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$80**Status**

Task Force Review

Line Item ID: 383-3-0173

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

270 - Worker's Compensation

**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**

BENEFITS-WORKERS COMP

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$320**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$320**Status**

Task Force Review

Line Item ID: 383-3-0174

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

610 - General Supplies and Materials

**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**

SUPPLIES AND MATERIALS: Supplies and materials to help provide for the ongoing implementation of CDC and District Pandemic Plan protocols to limit exposure, promote effective contact tracing and communications with students, staff and families throughout the district.

<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**

5/26 - Please describe supplies to be purchased and how they relate to Covid 19.

Line Item ID: 383-3-0175

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2620 - Maintenance of Buildings

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

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

SUPPLIES AND MATERIALS: Supplies and materials to help provide for the ongoing implementation of CDC and District Pandemic Plan protocols to limit exposure, promote a safe and healthy learning and work environment and reduce exposure possibilities to the greatest extent possible. Sanitization standards, cleaning protocols and ongoing supports that have been established since the initial outbreak of COVID will be maintained across the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,687
<b>Budgeted Expenditures in SFY 2024</b>	\$14,687
<b>Total Expenditures</b>	<u>\$29,374</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe supplies to be purchased and how they relate to Covid 19.

Line Item ID: 383-3-0176

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**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**

Digital Resource - MVA: This allocation will allow Manhattan Virtual Academy (MVA) to increase the purchases seats in the Learning Management System (LMS) through Agilix Buzz. This would allow MVA to support the increased number of enrollments of students who are significantly behind and struggling due to the past two years of COVID 19. MVA added grades K-5 not only to help support our district's effort to meet family's educational needs when the traditional in-person education isn't desirable, or even doable, due to COVID 19. While this expansion has increased our enrollment, it has also increased the number of at-risk learners who have suffered significant 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>	\$60,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$60,000
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please clarify the relationship to supporting the 20%. This is eligible for the 80%, but because it's marked for the latter, the relationship to supporting at-risk or disadvantaged students isn't quite clear.

5/26 - Please describe MVA and how it will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0177

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**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**

Digital Resource - SORA Library: SORA Library: Providing access to quality, engaging, and authoritative materials via the library media center can help bridge the learning gaps created by the worldwide COVID-19 pandemic. While studies have shown that the majority of students prefer access to physical books, they may not always be an option. With access to quality ebooks on their devices, students can use these materials wherever their learning needs to take place. Teachers can also access these materials as well for guided instruction, and use them as a whole class resource via a variety of methods. Implementing a unified eBook platform across buildings and grade levels provides the access needed via student devices so that they may access these materials, read, study, or learn wherever/whenever they need.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,000</u>

**Status**

Task Force Review

Line Item ID: 383-3-0178

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

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

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

Personalized Learning Cohort Stipend: Provide time and resource support for educators and leaders to co-create competency frameworks to provide a learner portrait for all students within the district. Personalized learning should be implemented faithfully to be effective and it takes the commitment of time and effort to reach a solid level of implementation fidelity.

6/6/2022-There will be approximately 27 staff members who will receive a \$1,500 stipend for the structuring of Personalized Learning throughout the district in the 2022-2023 school year. This will include providing professional development for grade level peers, building based interactions, and vertical team environments. This is a direct response to learning loss as this team identifies best practices of personalized learning and how to allow student choice and voice to play a part in address the current gaps that exist, which allows for the educator to continue providing on grade level instruction, with supports at the student's instructional level. Through the 14 learning environments throughout the district, this team will play a key role of planning and collaborating outside of contract time, which is the desire for the stipend. The gap in educational needs in each classroom has always existed, but has been exasperated by Covid, quarantines, remote learning, hybrid learning, and this is one of our approaches to empower educators to meet the needs of students while maintaining high expectations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$47,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please provide a breakdown of staff stipends.

5/26 Please provide a relationship between this position and Covid 19 as well as a breakdown of per teacher stipend.

Line Item ID: 383-3-0179



**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

215 - Long-Term Disability 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**

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$240
<b>Budgeted Expenditures in SFY 2024</b>	\$42
<b>Total Expenditures</b>	<u>\$282</u>

**Status**

Task Force Review

Line Item ID: 383-3-0180

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2210 - Improvement of Instruction Services

**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**

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,060
<b>Budgeted Expenditures in SFY 2024</b>	\$536
<b>Total Expenditures</b>	<u>\$3,596</u>

**Status**

Task Force Review

Line Item ID: 383-3-0181

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$80
<b>Budgeted Expenditures in SFY 2024</b>	\$14
<b>Total Expenditures</b>	<u>\$94</u>

**Status**

Task Force Review

Line Item ID: 383-3-0182

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2210 - Improvement of Instruction Services

**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 Compensation

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$320
<b>Budgeted Expenditures in SFY 2024</b>	\$56
<b>Total Expenditures</b>	<u>\$376</u>

**Status**

Task Force Review

Line Item ID: 383-3-0183

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2100 - Support Services (Students)

**Object Code**

151 - Additional compensation paid to teachers

**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**

90 BLT Member Stipend (400/year): Building leadership teams will address learning loss through: assessment review, evidence-based activities, reviewing attendance & engagement. Developing/implementing procedures and systems to improve preparedness and response efforts. High-quality instructional materials and curricula to address unfinished learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$36,000
<b>Budgeted Expenditures in SFY 2024</b>	\$36,000
<b>Total Expenditures</b>	<u>\$72,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a relationship between this position and Covid 19.

Per narrative: "The district Teaching and Learning department will reboot a Personalized Learning initiative and support professional development and the work of implementation teams to develop building level specific strategies using a Building Leadership Team format."

Line Item ID: 383-3-0184

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2100 - Support Services (Students)

**Object Code**

215 - Long-Term Disability 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**

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$216
<b>Budgeted Expenditures in SFY 2024</b>	\$216
<b>Total Expenditures</b>	<u>\$432</u>

**Status**

Task Force Review

Line Item ID: 383-3-0185

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2100 - Support Services (Students)

**Object Code**

221 - FICA - Employer's Contribution

**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**

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,754
<b>Budgeted Expenditures in SFY 2024</b>	\$2,754
<b>Total Expenditures</b>	<u>\$5,508</u>

**Status**

Task Force Review

Line Item ID: 383-3-0186

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**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**

Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$72
<b>Budgeted Expenditures in SFY 2024</b>	\$72
<b>Total Expenditures</b>	<u>\$144</u>

**Status**

Task Force Review

Line Item ID: 383-3-0187

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2100 - Support Services (Students)

**Object Code**

270 - Worker's Compensation

**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**

Workers Compensation

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$288
<b>Budgeted Expenditures in SFY 2024</b>	\$288
<b>Total Expenditures</b>	<u>\$576</u>

**Status**

Task Force Review

Line Item ID: 383-3-0188

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**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**

Quarterly half day sub coverage: Educators will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss and/or at-risk of failing. This may lead to adjustments of curriculum or curriculum resources. An amount will be used for subs and paying stipends for the leadership team members.

6/6/22-Quarterly Subs:

38 subs

4 times per year

7 hours

\$15 or \$17 hour per hour depending on qualifications

\$16,560 allocated 2022-2023

\$16,560 allocated 2023-2024

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,560**Budgeted Expenditures in SFY 2024** \$16,560**Total Expenditures** \$33,120**Status**

Task Force Review

Line Item ID: 383-3-0189

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

215 - Long-Term Disability 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**

Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100
<b>Budgeted Expenditures in SFY 2024</b>	\$100
<b>Total Expenditures</b>	<u>\$200</u>

**Status**

Task Force Review

Line Item ID: 383-3-0190

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

221 - FICA - Employer's Contribution

**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**

FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,267
<b>Budgeted Expenditures in SFY 2024</b>	\$1,267
<b>Total Expenditures</b>	<u>\$2,534</u>

**Status**

Task Force Review

Line Item ID: 383-3-0191

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

260 - Unemployment Compensation

**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**

Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33
<b>Budgeted Expenditures in SFY 2024</b>	\$33
<b>Total Expenditures</b>	<u>\$66</u>

**Status**

Task Force Review

Line Item ID: 383-3-0192

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

270 - Worker's Compensation

**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**

Workers Compensation

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$133
<b>Budgeted Expenditures in SFY 2024</b>	\$133
<b>Total Expenditures</b>	<u>\$266</u>

**Status**

Task Force Review

Line Item ID: 383-3-0193



**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Professional Education Services: This allocation will provide building level staff time, resources, and an intentional tiered process to unpack data, evaluate interventions and address unmet student needs and learning gaps. Cultivate Education BLT Meetings Elem Cohort 1.

6/7/22-This is a consulting fee and does not have a per educator correlation. Cultivate Education will collaborate with the building leadership teams, district leadership teams, and collaborative groups at the building level to dive into our data and realign to the MTSS structures, make data-based decisions, respond to student needs through curricular interventions. This is a contractual/professional service, no stipends involved.

(L19, L20, L21) are training days to realign our MTSS process. These days consist of cohort 1 – elementary schools that feed into AMS, cohort 2 – elementary schools that feed into EMS and then our secondary environments. Our Early Learning and Virtual Learning schools will participate as the topics and trainings are relevant, but the 13 K-12 brick-and-mortar schools will participate. The first year (2022-2023) is deep diving into our data after the experiences of the past two years. Year two (2023-2024) will provide continuous support, but at a less intensive level and following the “I do – we do – you do” model of training.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$32,500
<b>Budgeted Expenditures in SFY 2024</b>	\$11,500
<b>Total Expenditures</b>	<u>\$44,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please provide a breakdown of payment per staff member.

5/26 Please describe the professional education services as well as how they will support learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid 19.

Line Item ID: 383-3-0194

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Professional Education Services: This allocation will provide building level staff time, resources, and an intentional tiered process to unpack data, evaluate interventions and address unmet student needs and learning gaps. Cultivate Education BLT Meetings Elem Cohort 2.

6/7/22-This is a consulting fee and does not have a per educator correlation. Cultivate Education will collaborate with the building leadership teams, district leadership teams, and collaborative groups at the building level to dive into our data and realign to the MTSS structures, make data-based decisions, respond to student needs through curricular interventions. This is a contractual/professional service, no stipends involved.

(L19, L20, L21) are training days to realign our MTSS process. These days consist of cohort 1 – elementary schools that feed into AMS, cohort 2 – elementary schools that feed into EMS and then our secondary environments. Our Early Learning and Virtual Learning schools will participate as the topics and trainings are relevant, but the 13 K-12 brick-and-mortar schools will participate. The first year (2022-2023) is deep diving into our data after the experiences of the past two years. Year two (2023-2024) will provide continuous support, but at a less intensive level and following the “I do – we do – you do” model of training.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$32,500
<b>Budgeted Expenditures in SFY 2024</b>	\$11,500
<b>Total Expenditures</b>	<u>\$44,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please provide a breakdown of payment per staff member.

5/26 Please describe the professional education services as well as how they will support learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid 19.

Line Item ID: 383-3-0195

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Professional Education Services: This allocation will provide building level staff time, resources, and an intentional tiered process to unpack data, evaluate interventions and address unmet student needs and learning gaps. Cultivate Education BLT Meetings Secondary.

6/7/22-This is a consulting fee and does not have a per educator correlation. Cultivate Education will collaborate with the building leadership teams, district leadership teams, and collaborative groups at the building level to dive into our data and realign to the MTSS structures, make data-based decisions, respond to student needs through curricular interventions. This is a contractual/professional service, no stipends involved.

(L19, L20, L21) are training days to realign our MTSS process. These days consist of cohort 1 – elementary schools that feed into AMS, cohort 2 – elementary schools that feed into EMS and then our secondary environments. Our Early Learning and Virtual Learning schools will participate as the topics and trainings are relevant, but the 13 K-12 brick-and-mortar schools will participate. The first year (2022-2023) is deep diving into our data after the experiences of the past two years. Year two (2023-2024) will provide continuous support, but at a less intensive level and following the “I do – we do – you do” model of training.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,500
<b>Budgeted Expenditures in SFY 2024</b>	\$11,024
<b>Total Expenditures</b>	<u>\$30,524</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please provide a breakdown of payment per staff member.

5/26 Please describe the professional education services as well as how they will support learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid 19.

Line Item ID: 383-3-0196

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Salary-Teacher: The Math Intervention Teacher will be placed in a co-teaching role. These co-taught classes will have students that have been identified for being at risk for not passing the required Math courses of Algebra and Geometry. These co-taught classes will also have lower student to teacher ratio.

<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>	\$90,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a relationship between this position and Covid 19.

Line Item ID: 383-3-0197

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-Health

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,100
<b>Budgeted Expenditures in SFY 2024</b>	\$6,100
<b>Total Expenditures</b>	\$12,200

**Status**

Task Force Review

Line Item ID: 383-3-0198

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability 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**

Benefits-Disability

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$270**Budgeted Expenditures in SFY 2024** \$270**Total Expenditures** \$540**Status**

Task Force Review

Line Item ID: 383-3-0199

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,443**Budgeted Expenditures in SFY 2024** \$3,443**Total Expenditures** \$6,886**Status**

Task Force Review

Line Item ID: 383-3-0200

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$90**Budgeted Expenditures in SFY 2024** \$90**Total Expenditures** \$180**Status**

Task Force Review

Line Item ID: 383-3-0201

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$360**Budgeted Expenditures in SFY 2024** \$360**Total Expenditures** \$720**Status**

Task Force Review

Line Item ID: 383-3-0202

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2100 - Support Services (Students)

**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**

Salary-PBS (Two)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92,000**Budgeted Expenditures in SFY 2024** \$92,000**Total Expenditures** \$184,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "The middle schools are focusing on social and emotional learning and are joining resources to implement a Safe and Civil Schools program. They are adding a Positive Behavior Specialist at each location to work with students on improving their attendance, engagement and academic success rates in school."

Line Item ID: 383-3-0203

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-Health

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Task Force Review

Line Item ID: 383-3-0204

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2100 - Support Services (Students)

**Object Code**

215 - Long-Term Disability 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**

Benefits-Disability

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$551**Budgeted Expenditures in SFY 2024** \$551**Total Expenditures** \$1,102**Status**

Task Force Review

Line Item ID: 383-3-0205

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2100 - Support Services (Students)

**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**

Benefits-FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,040**Budgeted Expenditures in SFY 2024** \$7,040**Total Expenditures** \$14,080**Status**

Task Force Review

Line Item ID: 383-3-0206



**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$184**Budgeted Expenditures in SFY 2024** \$184**Total Expenditures** \$368**Status**

Task Force Review

Line Item ID: 383-3-0207

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$736**Budgeted Expenditures in SFY 2024** \$736**Total Expenditures** \$1,472**Status**

Task Force Review

Line Item ID: 383-3-0208

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2110 - Attendance and Social Work 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**

Purchased Services: SmartPass Electronic Pass Software will help track student learning loss while students are out of the classroom environment tending to non-instructional needs or wants. This information, and the use of an electronic class protocol, will help reduce the time spent outside of the classroom when students are not engaged in learning.

6/6/2022-Additionally, the SmartPass software can help with contact tracing of students in the event of a positive test result and the need to identify close contacts and/or potential exposures.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 This item does not appear to be eligible for the 20% allocation, but it could be for another as the website lists Covid contact tracing ability.

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0209

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Salary-Night School Tchr

6/10/2022- Due to COVID, we have seen an increase in the number of students who have a higher probability of failing academically or dropping out of school and are displaying at-risk characteristics. This can be attributed to the loss of learning and structure they experience while away from a physical classroom setting. The loss of structure and face-to-face instruction contributed to an increased number of academic and social/emotional factors being demonstrated by students, upon returning to a regular school schedule. Additionally, during this time some students developed habits that are counterproductive to student success and engagement. The Night School program will support students who are academically at-risk and subsequently decrease the number of students who are dropping out of high school. This outcome will be accomplished by providing an individualized approach outside of the typical school day and structure to meet students where they are and help them make progress towards earning their high school diploma.

<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>	\$90,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

Per narrative, "Additionally, the high school plans to add a Night School program to support students who are academically at-risk and target decreasing the building dropout rate by providing an individualized approach outside of the typical school day and structure to meet students where they are and help them make progress towards earning their high school diploma."

Line Item ID: 383-3-0210

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-Health

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,875**Budgeted Expenditures in SFY 2024** \$6,875**Total Expenditures** \$13,750**Status**

Task Force Review

Line Item ID: 383-3-0211

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

1000 - Instruction

**Object Code**

215 - Long-Term Disability 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**

Benefits-Disability

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$270**Budgeted Expenditures in SFY 2024** \$270**Total Expenditures** \$540**Status**

Task Force Review

Line Item ID: 383-3-0212

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,443**Budgeted Expenditures in SFY 2024** \$3,443**Total Expenditures** \$6,886**Status**

Task Force Review

Line Item ID: 383-3-0213

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$90**Budgeted Expenditures in SFY 2024** \$90**Total Expenditures** \$180**Status**

Task Force Review

Line Item ID: 383-3-0214

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

Benefits-Work Comp

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

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

**Budgeted Expenditures in SFY 2023** \$360

**Budgeted Expenditures in SFY 2024** \$360

**Total Expenditures** \$720

**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**

ESSER

**Account Number**

71

**Function Code**

1000 - Instruction

**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**

iReady Math: Software License/Remedial resources to support student learning loss in mathematics.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,456**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,456**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please describe how this software will support learning loss due to Covid 19 disruptions specifically as it relates to the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.

Per narrative, "Another strategy is to utilize a Ready Math curriculum and professional development to allow students to work at an individualized level on their mathematics skills, both during and outside of the school day."

Line Item ID: 383-3-0216

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**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**

Sal-Positive Behavior Specialist

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$47,765
<b>Budgeted Expenditures in SFY 2024</b>	\$47,765
<b>Total Expenditures</b>	<u>\$95,530</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "The middle schools are focusing on social and emotional learning and are joining resources to implement a Safe and Civil Schools program. They are adding a Positive Behavior Specialist at each location to work with students on improving their attendance, engagement and academic success rates in school."

Line Item ID: 383-3-0217



**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**Object Code**

210 - Group Insurance

**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**

Benefits-Health

<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: 383-3-0218

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**Object Code**

215 - Long-Term Disability Insurance

**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**

Benefits-Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$285
<b>Budgeted Expenditures in SFY 2024</b>	\$285
<b>Total Expenditures</b>	<u>\$570</u>

**Status**

Task Force Review

Line Item ID: 383-3-0219

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

Benefits-FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,634
<b>Budgeted Expenditures in SFY 2024</b>	\$3,634
<b>Total Expenditures</b>	<u>\$7,268</u>

**Status**

Task Force Review

Line Item ID: 383-3-0220

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

Benefits-Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$95
<b>Budgeted Expenditures in SFY 2024</b>	\$95
<b>Total Expenditures</b>	<u>\$190</u>

**Status**

Task Force Review

Line Item ID: 383-3-0221

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

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

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

Benefits-Worker's Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$380
<b>Budgeted Expenditures in SFY 2024</b>	\$380
<b>Total Expenditures</b>	<u>\$760</u>

**Status**

Task Force Review

Line Item ID: 383-3-0222

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

320 - Professional-Education Services

**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**

Purchased Education Services: Safe and Civil School Materials which Align with Presenter - CHAMPS Books (65 @ \$55)  
Support for safe learning environment for all students post Covid

6/6/22-To help our school community improve safety and civility across all school settings. By doing so, school personnel learn a foundation to engage students and enhance learning, to include learning loss due to Covid and other behavior related behaviors. Building a culture of respect needs to be accomplished before you can structure engaging lessons to focus on learning loss and achievement. The Safe and Civil Schools program, and training, will help us to teach skills and behaviors necessary for success.

6/10/2022-Safe and Civil School Materials which Align with Presenter - CHAMPS Books (65 @ \$55) Educational resources to go along with the in-person training for all staff to support a safe learning environment for all students post Covid. These resource materials will provide Post Covid Supports for all staff to maximize engagement of students in the classroom and provide structured activities as well as ways to manage classroom disruptions. This school-wide approach will help reduce discipline, bullying, and violence. The goal is to teach students, post Covid, to meet their unmet needs so they no longer need to be disruptive and foster autonomous responsibility, which can cause less disruptions in class and empower our students for a lifetime. These resources will focus on all students, with an emphasis on our at-risk and diverse student populations. These subgroups have had the greatest impact academically and social emotionally during the Covid pandemic and post Covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,575
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,575</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

6/3 Because this is marked for the 20%, please provide a link to this products and its ability to address learning loss specifically as it relates to vulnerable populations.

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0223

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

320 - Professional-Education Services

**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**

Purchased Education Services: Safe and Civil School Materials which Align with Presenter - Coaching Book (18 @ \$60) Support for safe learning environment for all students post Covid.

6/10/2022-Safe and Civil School Materials which Align with Presenter - Coaching Book (18 @ \$60) Educational resources for our building leadership team to continue on-going training for supporting a safe learning environment for all students post Covid. These resource materials will provide Post Covid Supports for the building leadership team so professional development can continue throughout the school year in leading staff to maximize engagement in the classroom and provide structured activities as well as ways to manage classroom disruptions. This school-wide approach will help reduce discipline, bullying, and violence. The goal is to teach students, post Covid, to meet their unmet needs so they no longer need to be disruptive and foster autonomous responsibility, which can cause less disruptions in class and empower our students for a lifetime. This resource will help the building leadership team to continue to provide professional development for our staff throughout the year. These resources will focus on all students, with an emphasis on our at-risk and diverse student populations. These subgroups have had the greatest impact academically and social emotionally during the Covid pandemic and post Covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,080
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,080</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

6/3 Because this is marked for the 20%, please provide a link to this products and its ability to address learning loss specifically as it relates to vulnerable populations.

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0224

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**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**

Professional Training Services: Safe and Civil Schools Presenter - Full Day with all staff August in Person; contracted services for Training and Travel/Support for students SEL and safe learning environment. Mitigation strategies to address student frustration from 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>	\$3,850
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$3,850</u>
---------------------------	----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0225



**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**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**

Professional Training Services: Safe and Civil Schools Presenter - Full Day all staff in October Virtual; Contracted Services/Staff training for student SEL and safe learning environment.

6/10/2022-Safe and Civil Schools Presenter - Full Day all staff in October Virtual; Contracted Services/Staff training for student SEL and safe learning environment. Continued PD for all staff (follow-up from in person training) in August. Continue to emphasize and practice those mitigation strategies previously taught to address student frustrations from learning loss post Covid. Virtual; contracted services for Training - Continued post Covid supports for all staff to maximize engagement in the classroom and provide structured activities as well as ways to manage classroom disruptions. This school-wide training will help reduce discipline, bullying, and violence. The goal is to teach students, post Covid, to meet their unmet needs so they no longer need to be disruptive and foster autonomous responsibility, which can cause less disruptions in class and empower our students for a lifetime. This training will focus on all students, with an emphasis on our at-risk and diverse student populations. These subgroups have had the greatest impact academically and social emotionally during the Covid pandemic and post Covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$2,250
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$2,250</u>
---------------------------	----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0226

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**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**

Professional Training Services: Safe and Civil Schools for Building Coaches Presenter - Half Day Virtual in September; Contracted Services/Staff continuous improvement for student SEL and safe learning environment.

6/10/2022-Safe and Civil Schools Presenter for Building Team Coaches - A Half Day Virtual training in September; Contracted Services/Staff continuous improvement for student SEL and safe learning environment. Advanced mitigation strategies to help continue addressing student frustrations from learning loss post Covid. Safe and Civil Schools Presenter - Half Day of PD with Building Team Coaches. Virtually; contracted services for Training - Additional and follow-up of post Covid supports for the Building Team Coaches to continue to provide support to all staff in maximizing engagement in the classroom and providing additional structured activities to help manage classroom disruptions. This training will focus on all students, with an emphasis on our at-risk and diverse student populations. These subgroups have had the greatest impact academically and social emotionally during the Covid pandemic and post Covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,375
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,375</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0227

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**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**

Professional Training Services: Safe and Civil Schools for Building Coaches Presenter - Half Day Virtual in November; Contracted Services/Staff continuous improvement for student SEL and safe learning environment.

6/10/2022-Safe and Civil Schools Presenter for Building Team Coaches - A Half Day Virtual training in November; Contracted Services/Staff continuous improvement for student SEL and safe learning environment. Advanced mitigation strategies to help continue addressing student frustrations from learning loss post Covid. Safe and Civil Schools Presenter - Half Day of PD with Building Team Coaches. Virtually; contracted services for Training - Additional and follow-up of post Covid supports for the Building Team Coaches to continue to provide support to all staff in maximizing engagement in the classroom and providing additional structured activities to help manage classroom disruptions. This training will focus on all students, with an emphasis on our at-risk and diverse student populations. These subgroups have had the greatest impact academically and social emotionally during the Covid pandemic and post Covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1,375
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$1,375</u>
---------------------------	----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0228

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2660 - Security

**Object Code**

121 - Full-Time 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**

Sal-Security Services-EMS: EMS: Security and Safety Support Staff - 8 h per day X \$11.5 X167 = \$15,364 (2.0 FTE)/Check in-check out for at-risk students/SEL support for positive learning environment and contributions to student health and safety.

6/10/2022-Security and Safety Support Staff - 8 h per day X \$11.5 X167 = \$15,364 (2.0 FTE)/Check in-check out for at-risk students/SEL support for helping to create a positive learning environment and contributions to student health and safety post Covid. This staff member will help reinforce best practices in middle school learning for academics, behavior, and social-emotional areas due to the learning loss during the pandemic. Focus will be on all students, with an emphasis on the at-risk and diverse student populations. These subgroups have had the greatest impact academically and socially/emotionally during the Covid pandemic and post Covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$30,728
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$30,728
--	----------

<b>Total Expenditures</b>	\$61,456
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/9 Please describe how this addresses a need that has arisen due to Covid-19

6/3 Because this is marked for the 20%, please provide a link to how security staff will address learning loss specifically as it relates to vulnerable populations most impacted by Covid-19 disruptions.

5/26 Please provide a relationship between this position and Covid 19 and how it will address learning loss among students.

Line Item ID: 383-3-0229

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2660 - Security

**Object Code**

210 - Group Insurance

**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**

Benefits-Health

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,000**Budgeted Expenditures in SFY 2024** \$14,000**Total Expenditures** \$28,000**Status**

Task Force Review

Line Item ID: 383-3-0230

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2660 - Security

**Object Code**

215 - Long-Term Disability Insurance

**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**

Benefits-Disability

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$186**Budgeted Expenditures in SFY 2024** \$186**Total Expenditures** \$372**Status**

Task Force Review

Line Item ID: 383-3-0231

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2660 - Security

**Object Code**

221 - FICA - Employer's Contribution

**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**

Benefits-FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,352**Budgeted Expenditures in SFY 2024** \$2,352**Total Expenditures** \$4,704**Status**

Task Force Review

Line Item ID: 383-3-0232

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2660 - Security

**Object Code**

260 - Unemployment Compensation

**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**

Benefits-Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$62**Budgeted Expenditures in SFY 2024** \$62**Total Expenditures** \$124**Status**

Task Force Review

Line Item ID: 383-3-0233

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2660 - Security

**Object Code**

270 - Worker's Compensation

**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**

Benefits-Worker's Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$246**Budgeted Expenditures in SFY 2024** \$246**Total Expenditures** \$492**Status**

Task Force Review

Line Item ID: 383-3-0234

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

1000 - Instruction

**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**

Purchased Services: iReady Math-Licenses Software License to support student learning loss in mathematics, post covid.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,456**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,456**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0235

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**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**

Sal-Positive Behavior Specialist

<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**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "The middle schools are focusing on social and emotional learning and are joining resources to implement a Safe and Civil Schools program. They are adding a Positive Behavior Specialist at each location to work with students on improving their attendance, engagement and academic success rates in school."

Line Item ID: 383-3-0236



**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**Object Code**

210 - Group Insurance

**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**

Benefits-Health

<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: 383-3-0237

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**Object Code**

215 - Long-Term Disability Insurance

**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**

Benefits-Disability

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$270
<b>Budgeted Expenditures in SFY 2024</b>	\$270
<b>Total Expenditures</b>	<u>\$540</u>

**Status**

Task Force Review

Line Item ID: 383-3-0238

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

Benefits-FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,443
<b>Budgeted Expenditures in SFY 2024</b>	\$3,443
<b>Total Expenditures</b>	<u>\$6,886</u>

**Status**

Task Force Review

Line Item ID: 383-3-0239

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

Benefits-Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$90
<b>Budgeted Expenditures in SFY 2024</b>	\$90
<b>Total Expenditures</b>	<u>\$180</u>

**Status**

Task Force Review

Line Item ID: 383-3-0240

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2000 - Support Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

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

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

Benefits-Worker's Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$360
<b>Budgeted Expenditures in SFY 2024</b>	\$360
<b>Total Expenditures</b>	<u>\$720</u>

**Status**

Task Force Review

Line Item ID: 383-3-0241

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

610 - General Supplies and Materials

**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**

Purchased Educational Services: Post Covid Support for staff to maximize engagement of students in the classroom and provide structure activities as well as ways to manage classroom- 65 Cooperative Learning Book, Workbooks, aligns with Kagan Coop Learning and Level 2 (Win/Win with Discipline) @ KAGAN Training presenter for Prof. Dev. the structures are so cooperative and interactive, they support students' social skill development. Students who work together get to know and like each other better which reduces discipline problems, bullying, and violence. The goal is to teach students to meet their unmet needs so they no longer need to be disruptive and foster autonomous responsibility, this can cause less disruption in class and empower our students for a lifetime.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,395
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,395</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe services/materials and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0242

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

320 - Professional-Education Services

**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**

Purchased Educational Services: Post Covid Support for staff to maximize engagement of students in the classroom and provide structure activities as well as ways to manage the classroom and empower students. Travel Trainer dates Aug 15, 22, & Nov 21, 22, January coaching 2023, April 10, 2023, August 2023, October 2023 Coaching, November 2023.

<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>	\$2,250
--	---------

<b>Total Expenditures</b>	<u>\$5,250</u>
---------------------------	----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0243

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

322 - Instructional 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 Training Services: Kagan copper Learning Days Workshop Presenter - Full Day with all staff August, November, April in Person; contracted services for Training and Travel-Post Covid Support for staff to maximize engagement of students in the classroom and provide structure activities as well as ways to manage the classroom. These structors support students' social skill development. Students who work together get to know and like each other better which reduces discipline problems, bullying, and violence and to teach students to meet their unmbet needs so they no longer need to be disruptive and foster autonomy and empower students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,997
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$11,997

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe services and how they relate to Covid 19.

Line Item ID: 383-3-0244



**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**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**

Professional Training Services: Kagan copper Learning Days Workshop Presenter - Full Day with all staff Nov in Person; contracted services for Training and Travel-Post Covid Support for staff to maximize engagement of students in the classroom and provide structure activities as well as ways to manage the classroom. These structures support students' social skill development. Students who work together get to know and like each other better which reduces discipline problems, bullying, and violence and to teach students to meet their unmet needs so they no longer need to be disruptive and foster autonomy and empower students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,250
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,250</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0245

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**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**

Professional Training Services: Kagan Coaching (2 days) Contracted Services- Post Covid Support for staff to maximize engagement of students in the classroom and provide structure activities as well as ways to manage the classroom. These structures support students' social skill development. Students who work together get to know and like each other better which reduces discipline problems, bullying, and violence and to teach students to meet their unmet needs so they no longer need to be disruptive and foster autonomy and empower students. Follow up coaching by Kagan trainers allows for fidelity, reflection and consistent integration.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,998
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,998</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0246

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**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**

Professional Training Services: Kagan Training Coop Learning Workshop 3 days 2022-23 school year, Level 2/ (Win-Win Discipline) 2 day workshop 2023-24 school year Post Covid Support for staff to maximize engagement of students in the classroom and provide structured activities as well as ways to manage classrooms as students have been in remote, hybrid and are re-integrating into the classroom. The structures are cooperative and interactive, they support students' social skill development. Students who work together get to know and like each other better which reduces discipline problems, bullying, and violence. The goal is to teach students to meet their unmet needs so they no longer need to be disruptive and foster autonomous responsibility, this can cause less disruption in class and empower our students for a lifetime.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,394
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,394</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0247

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

CONTRACT SERVICES: Through personalized instruction, students develop mathematical reasoning, engage in skills and build strong mathematical habits. The evidence-based framework supports educators as they strengthen their teaching practices and facilitates meaningful skill building in each area of mathematics that encourages targeted learning within various subgroups (such as at-risk, SPED, ESOL, and minority). These tools encourage students to develop a deeper understanding of mathematics concepts through the embedded standards for mathematical practice. The i-Ready site and tools build on students' prior knowledge with lessons that make connections within and across grade levels and directly address the key math focus progressions. Additional features are available to support English Learners and SPED subgroups. For example, the English Language Development guidelines on scaffolding language during instruction benefit students at different levels of English proficiency. Language routines integrate language and mathematics. Overall, the concept development activities allow students to make continuous growth towards grade-level targets.

6/6/2022-It's the intervention curriculum resources, diagnostic assessments, software and apps that provide direct coherence and alignment to our core K-5 math curriculum for each student.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$194,914
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$194,914</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please clarify if this is expense. Is it for software, student subscriptions, IT staff, certified staff training etc..?

5/26 - Please describe services and how they will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0248

**Allocation Type**

Direct Allocation

**Is 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**

71

**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**

SUPPLIES: To support the local USD 383 survey, the top two needs identified by educational professionals are focused programs and activities for specifically identified populations, such as students at-risk of dropping out of school, absenteeism, students with disabilities, ESOL and others as well as additional staff to address the learning loss. These Tier 1 evidence-based (Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies) decodable texts give students the opportunity for connected text reading during tier 2 and tier 3 intervention times by focusing on phonological awareness, phonics and sight words. These specific texts give targeted students time, repetition, expansion and application on their foundational reading skills while also addressing social emotional needs through the intentional and culturally-relevant stories.

6/6-This expense is for printed books for literacy interventions in primary grades.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$43,754
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$43,754

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please clarify this expense. Is it for leveled readers in addition to the base curriculum, a supplemental program etc...?

5/26 - Please describe supplies to be purchased and how they will address learning loss among students, including vulnerable populations.

Line Item ID: 383-3-0249

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**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**

STIPEND-CERTIFIED TEACHERS (FACILITATORS): Responding to COVID-19: Professional Development, Boosting achievement of under-represented and marginalized populations. In Summer 2023 USD 383 ESOL program will coordinate and facilitate a summer ELLevate Camp for 50 educators to attend. We will contract with 4 local educators to host various workshops directly correlating to English Learners, Immigrants, Refugees and Migrant students and families.

6/7/2022-4 facilitators @ \$600 each for a total of \$2,400.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,400
<b>Total Expenditures</b>	\$2,400

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/3 Please provide a breakdown of per teacher stipend.

5/26 Please provide a breakdown of per teacher stipend and how this will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0250

**Allocation Type**

Direct Allocation

**Is 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**

71

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**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**

STIPEND CLASSIFIED STAFF: Responding to COVID-19: Professional Development, Boosting achievement of under-represented and marginalized populations. In Summer 2023 USD 383 ESOL program will coordinate and facilitate a summer ELLevate Camp for 50 educators to attend. We recognize the value our instructional support staff (classified paraprofessionals, ESOL Aides, AT-Risk Aides, Title I Aides) and direct support that is provided to our underrepresented population. We want to continue to provide them with equitable access to professional development and learn alongside our certified staff. 20 classified staff will have opportunity to attend the 2 day ELLevate Camp. Those that attend the 2 day summer workshop series will receive a \$300.00 stipend.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

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

<b>Total Expenditures</b>	\$6,000
---------------------------	---------

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/26 Please provide a breakdown of per teacher stipend and how this will address learning loss among students, including vulnerable populations in relation to Covid 19.

Line Item ID: 383-3-0251

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

121 - Full-Time Non-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 expenditure will fund a health aide at each of our two Early Learning Centers to assist the school nurse in managing health needs, COVID Testing and contact tracing. Having a full-time aide on-site will provide consistency in practice, tracing and reporting internally and to State and/or County Health agencies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37,840
<b>Budgeted Expenditures in SFY 2024</b>	\$18,020
<b>Total Expenditures</b>	\$55,860

**Status**

Task Force Review

Line Item ID: 383-3-0252

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

210 - Group Insurance

**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**

Health Insurance Benefits for Early Learning Center Health Aides

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,682
<b>Budgeted Expenditures in SFY 2024</b>	\$1,801
<b>Total Expenditures</b>	\$15,483

**Status**

Task Force Review

Line Item ID: 383-3-0253



**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

215 - Long-Term Disability Insurance

**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**

Disability Benefits for Early Learning Center Health Aides.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$163**Budgeted Expenditures in SFY 2024** \$82**Total Expenditures** \$245**Status**

Task Force Review

Line Item ID: 383-3-0254

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

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

FICA Contribution for Early Learning Center Health Aides.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,895**Budgeted Expenditures in SFY 2024** \$1,448**Total Expenditures** \$4,343**Status**

Task Force Review

Line Item ID: 383-3-0255

**Allocation Type**

Direct Allocation

**Is this Item 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**

71

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

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

Unemployment Benefits for Early Learning Center Health Aides

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$53**Budgeted Expenditures in SFY 2024** \$27**Total Expenditures** 

---

 \$80**Status**

Task Force Review

# ESSER III APPLICATION FOR D0501

**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>
Topeka Public Schools	624 SW 24th, TOPEKA, KS 666111294	624 SW 24th, TOPEKA, KS 666111294
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Tiffany Anderson	tanderson@tps501.org	(785) 295-3000

## 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>
Stacey Kramer	Grant Coordinator	skramer@tps501.org	(785) 235-7146
<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>		
Gary Menke	gmenke@tps501.org		
<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>		
Billie Wallace	bwallace@tps501.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://sites.google.com/tps501.org/2021tpsreopening/home>

## 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?

Topeka Public Schools engages in several measures to ensure a safe learning environment during COVID-19. These mitigating measures continue to be very effective as evidenced by the fact that our district remained open the entire 2021-22 school year. The district employs a full time nursing services coordinator who works with district administrators and local health officials to ensure all of our policies and procedures are in compliance with Centers for Disease Control and Prevention (CDC) as well as state and local health department guidance. The district also participates in another grant funded opportunity to ensure that students and staff are able to test for COVID-19 at any time, including during summer school. The district provides PPE and sanitizer for students, staff and band equipment when needed as well.

Our Safe Return to School Plan is regularly updated based on CDC guidance. The last update occurred after the masking recommendations were updated this spring on March 3rd. The Board of Education agreed to use CDC guidelines but reserved the authority to revisit requiring masking and social distancing if outbreaks occur in buildings and when community levels rise. Masking is encouraged at all times, but is not required at this time. Social distancing at all times, including during sports, theater and music activities are especially encouraged during periods when community levels are at medium or high risk.

Topeka Public Schools continues to practice extensive cleaning and sanitization procedures to ensure the buildings are safe for in person learning and administration. Ultraviolet light bulbs and foggers sanitize buildings regularly and the district replaces air filters to ensure air quality is increased. The district added air purification systems in all building HVAC systems as well.

Other mitigation measures are also in place to reduce the spread of COVID-19. When necessary, desks are socially distanced and additional furniture purchased to ensure lunch rooms can safely accommodate students in quarantine can make it safe to unmask for meals. Water bottle fillers replaced drinking fountains which reduces transmission risk.

While many of these mitigating factors have been previously funded, ESSER III funds are also dedicated to ensure sanitization supplies and PPE will remain available as needed.

## 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

District leadership met with students during the Superintendent's Council meetings on April 21st and May 5th. Students from each of the high schools gave input into district needs. Lots of single ideas were generated, but clear themes emerged during these face to face conversations. The most pressing needs students noted were to provide mental health support for students. This was closely followed by expressing the need to support special education, EL and other vulnerable students. Other items which garnered multiple suggestionst from students were: more funding for arts and/or theater, providing principals what they need and addressing learning loss.

The district also sent two student surveys to give students a voice in the planning. The secondary survey results from 560 students were very helpful. Students from 11 schools responded, including students from two different alternative schools. The students thought the following top three ideas were most important to address learning loss. Link to secondary student input survey: [https://www.surveymonkey.com/results/SM-b3uHPaZtCrMvQKEkDaNXJQ\\_3D\\_3D/](https://www.surveymonkey.com/results/SM-b3uHPaZtCrMvQKEkDaNXJQ_3D_3D/)

More time to learn skills and practice in small groups during school 56.15%

Homework assistance 34.86%

More paraprofessionals or other adults in the room 26.61%

The top three ideas for assisting with mental health issues chosen were:

More time to learn about social skills during school 43.76%

Talking with a small group of friends and an adult about issues at school. 38.73%

Having an adult to talk to at school when you feel sad, mad, frustrated, annoyed or other feelings.  
38.73%

Results were similar for elementary students. 628 students from 13 elementary schools responded and told us the following would be most helpful to them. Link to elementary input survey results: [https://www.surveymonkey.com/results/SM-FbEiQUnAfeFLsPKHILoI9Q\\_3D\\_3D/](https://www.surveymonkey.com/results/SM-FbEiQUnAfeFLsPKHILoI9Q_3D_3D/):

More teacher helpers in the room:  
43.20%

More time to learn skills and practice in small groups during school :  
42.25%

Extra help after school :  
25.32%

The top three mental health priorities for them were:

Having an adult to talk to when you feel sad, mad, or other feelings.  
41.21%

Talking with a small group of friends and an adult about feelings and making friends.  
39.46%

More time to learn about feelings and friendships during school  
37.86%

Students in both surveys were invited to share their own ideas as well: Below are sampling of student ideas:

Elementary:

"Go bak to smallr class lik last year"

"Manipulatives"

"take home pakets."

"Una aplicacion divertida para matematicas y lectura y mas aparte de epic y raz kids. (translated: A fun app for math and reading and more apart from epic and raz kids.)"

"Denos mas tiempo."(translated: Give us more time."

"more learning time and review before a test"

Secondary:

"more time to work on assignments and less work"

"Having teachers really pay attention to classes, because i've found that the smaller my classes are, the easier it is for me to ask questions, and understand."

"Breaks or things to help kids keep focused and comfortable. It's pretty hard to learn when you're under large amounts of stress."

"more better explanation like more examples"

All of the comments will be shared with building principals at the beginning of the school year so that they may reflect the comments and results of the survey and encourage their staff to do so as well as they plan lessons.

In addition to these questions, we were also curious about which enrichment activities were most desired. Both secondary and elementary students identified art activities as their favorites. Secondary students identified playing music and learning another language as second and third choices while elementary students would like science experiments and learning a new language to be included in their after school or summer enrichment. These ideas will be shared with the district administration so that they will be incorporated into enrichment activities over the next two years.

Many of the identified items were addressed in the plan: a new Art Curriculum, providing principals with a discretionary budget, homework support, support for vulnerable students in afterschool and summer programs, secondary social emotional curriculum, 29 additional mental health support persons, learning loss paraprofessional positions and funding for more teaching staff to reduce class size

After the plan was created, a simple version of our plan was shared with students. 61% of the students who responded thought the plan was excellent. One student stated "I think you all have it down, the thing I support the most is the paying teachers more, they deserve it.

## Families

Family input for ESSER III was sought through surveys and in person conversations. All stakeholders, including parents were surveyed. The survey was available in both English and Spanish. Link to stakeholder survey results:

[https://www.surveymonkey.com/results/SM-GwoHw3WCnUq6yhFDiXJvg\\_3D\\_3D/](https://www.surveymonkey.com/results/SM-GwoHw3WCnUq6yhFDiXJvg_3D_3D/)

325 parents responded to our survey. Many parents also told us a little more about their students. Their students:

Had a disability this school year. 86.45%, 217 respondents

Is or has received English Learner services. 43.82%, 110 respondents

Has experienced homelessness this school year. 34.66%, 87 respondents

Is or has been in foster care this school year. 38.65%, 97 respondents

is or has been a migrant student this school year. 20.72%, 52 respondents

Is or has been incarcerated this school year. 8.76%, 22 respondents

All stakeholders identified the following as priorities:

### Top 3 Allowable Use Priorities

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 care youth, including outreach and service delivery.

64.90%

Providing mental health services and support.

61.46%

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 care youth, including outreach and service delivery.

64.90%

### Top 3 Learning Loss Suggestions from Stakeholders

30% Identified reducing class size and/or adding staff as priorities

29% Referenced maintaining Summer and After School Programs

10% Stated additional instructional resources are needed

### Top 4 Mental Health Suggestions from Stakeholders

29% Identified adding Mental Health Staff

10% Proposed ensuring counseling was available, including after hours

10% Reported Professional Development is needed

10% Would like more time off for staff and/or students

Stakeholders were also encouraged to list ideas to address learning loss, mental health issues, and another allowable expense. Here is a sampling of their ideas:

Learning Loss:

"Before and after school programs. Smaller class sizes. More interventionists. Field trips to build experience and vocabulary. (Our kids have missed out on so much)"

"We need more interventionists! Every building should have at least 1 math interventionist and 1 reading interventionist. Students at risk make greater gains when working in small groups."

"Using ESSER money on filling staffing vacancies would make the biggest impact on student learning loss."

"Summer school, after school programs in all schools, ACT tutoring for high school, individual Zoom summer tutoring, teacher bonuses"

Mental Health:

"More social workers and mental health experts available to staff and students"

"There needs to be therapy in school provided by mental health professionals at little to no cost to parents. This is an extreme need. Teachers are not mental health professionals they can't do everything."

"More readily available counseling services and check-ins"

"Instruction on meditation; adding yoga to gym class; adding daily mantras to daily announcements; creating greater sense of community in the high school classrooms via ice breakers, structured group activities"

Any other allowable expense:

"I think allowing each school to choose how to apply the funds for the most benefit to their students is best."

"Replace out of date security cameras with updated technology and software . AI systems can add in located and identifying unauthorized persons inside schools."

"Update work areas for staff to provide separation of work spaces when possible."

"Using ESSER money on filling staffing vacancies would make the biggest impact on student learning loss."

Additionally, district leadership met with the District Citizens Advisory Council which is composed of parents and community members. This face to face meeting on May 3rd resulted in the following input:

Addressing mental health needs

Providing Enrichment for students

Teaching students with disabilities and staff about accommodations and how to access them

Providing mental health services throughout the day

Providing more social workers and counselors

Address needs in the low income, vulnerable student population category

Provide instruction in study skills

Certified and para professional retention payments

The survey also allowed for general comments. The following sums up the survey responses nicely:

"We are grateful for the grant to have additional funds for staff during this time. It has been helpful because staff members have had to buy a lot of "extras" for their classrooms (from paper towels, cleaning and hand sanitizing supplies to "incentives" for students to keep working to snacks for those coming without food, to classroom supplies). It would be great to continue having the opportunity to have "bonus pay" for those who come to work and "go the extra mile" when staffing has been short for illnesses."

All feedback was examined and themes emerged. Smaller class size and mental health support were by far the most mentioned ideas. Another very popular allowable use was to provide building principals with some autonomy in spending. Many of the identified items were addressed in the plan: premium pay, providing principals with a discretionary budget, transportation of vulnerable students in afterschool and summer programs, secondary social emotional curriculum and 29 additional mental health support persons and funding for 29 more teaching staff to reduce class size.

To ensure the plan was created with stakeholder input in mind, a follow up survey was posted publicly on our website, sent to principals in the weekly principal update and posted in the Community News which goes to all stakeholders including parents.

100% of the respondents answered "yes" to this question:

"Have we effectively addressed learning loss and other needs related to the Pandemic in the spending plan?"

The survey also asked:"What can you do to help support the district in using this spending plan to address learning loss and other needs related to the Pandemic?"

Ensure my student attends school	35.21%
Ensure students have access to engaging and relevant lessons	67.04%
Ensure students have access to interventions	70.79%
Ensure students take advantage of Mental Health Support, when needed	69.29%
Staff summer school and after school programs	39.70%
Volunteer in classrooms	15.73%
Mentor students	37.45%
Attend professional development	64.04%
Participate in District Committees	30.71%
Provide feedback to the district when requested	56.55%

The survey outlined how Topeka Public Schools plans to communicate to stakeholders about how well this spending plan is reducing learning loss and addressing other needs related to the Pandemic and asked them to identify any other ways they wished to have the progress communicated:

Community News , Board of Education Reports, Web Page spending plan updates, School Newsletters, Direct Emails, Text messages through Messenger.

100% of respondents answered "no" to this question as to "Is there support that you need from the district during implementation of this spending plan that we have not addressed?"

Many of the identified priorities were addressed in the plan: providing principals with a discretionary budget, support for vulnerable students in afterschool and summer programs, secondary social emotional curriculum, 29 additional mental health support pe

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

District administration had input into ESSER spending plans in a variety of ways. A district level committee attended by the Grant Coordinator, Deputy Superintendent, Chief Financial Officer and Assistant Superintendent began meeting regularly to plan for both ESSER II and ESSER III spending. Committee team members regularly shared ESSER information with senior district leadership which included the Superintendent. This resulted in input being received from many district leaders throughout the year from The General Director of Facilities, The General Director of Informational Technology, and business office employees. Additionally, select principals and the General Director of Special Education met with the Grant Coordinator on August 10th, to begin collecting ideas for ESSER spending on a spreadsheet. The General Director of Special Education, in turn, solicited ideas from the Special Education Leadership team composed of Consulting Teachers and Social Work, Speech Pathology and School Psychology coordinators. Many ideas from this spreadsheet were incorporated into ESSER II spending. Those that weren't were added to the ESSER III idea spreadsheet. The ideas from this group of leaders continued to be collected during the school year and the spreadsheet was shared with the district level committee for input and possible inclusion into the ESSER III application. Direction from senior leadership about premium pay and staffing positions was provided.



ESSER III application input was also solicited in person from the Board Of Education at a Board meeting on April 7th. The following input was collected by 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.

Ensure we are addressing all groups in this bullet.

Locate students in this group who are not attending school and address their needs to finish their education.

Target EL students, unaccompanied minors, racial and ethnic minorities. Address needs of students who don't qualify for other programs such as PASS or the Migrant program. Offer paper pencil lessons such as those in the Migrant program and other resources to these students.

Use assessment and the lens of equity to determine those most impacted by learning loss.

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.

Ensure Crisis preparedness

9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Replenish software and hardware inventory.

10. Providing mental health services and supports

Provide mental health services/support (mentioned by all members).

Be prepared for a potential mental health crisis looming.

Extended school year to address mental health and provide meals.

Offer mental health support beyond the normal school year.

11. Planning and implementing summer learning or enrichment programs and supplemental after school programs.

Offer transportation to students.

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

Extend the school year 20 days this year and next year.

Spend more than required 20% on learning loss.

Make sure students listed in allowable use 4 and targeted learning loss amelioration efforts in an equitable manner.

Offer remote tutoring.

After other stakeholder input was collected, the final plan was created, incorporating many of the ideas listed above: premium pay, transportation for vulnerable students, locating disengaged students, replacing technology, technology specialists, learning loss coaches and professional development for engagement.

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

Input from Teachers, Principals, School Leaders, other Educators and School staff was solicited through surveys. An input survey and a feedback survey was conducted. A direct email to all staff was sent with the survey link. Additionally, principals were asked to complete the surveys as well.

The following results indicate how many staff members participated in the input survey:

Parent/Guardian/Caregiver

42.82%, 325 respondents

TPS Certified Teacher (including instructional coaches, consulting teachers, etc.)

40.45%, 307 respondents

TPS Certified Other (e.g., SLP, OT, PT, etc.)

4.74%, 36 respondents

TPS Principal

1.45%, 11 respondents

TPS School Leader (AP, etc.)

0.79%, 6 respondents

TPS Classified (business office, service center)

2.90%, 22 respondents

TPS Classified Instructional (paras, sped, EL, etc.)

5.01%, 38 respondents

Indigenous/Tribal Member

0.00%0 respondents

Civil Rights Organization

0.13%, 1 respondents

Disability Rights Organization

0.00%, 0 respondents

Responses

Other (please specify)

1.71%13

Police Officer (2), 12mo. EL Office, Director of Parent Training and Information Center (Families Together) also parent and education advocate, District Administration, Parent and AP, Bus para, School Nurse (3) Burnett Center Certified Staff. Mental health provider, non-profit organization, I am a TPS Employee and Parent of children that attend TPS

All Stakeholders identified these priorities:

Top 3 Allowable Use Priorities

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 care  
64.90%

Providing mental health services and support.

61.46%

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 care youth, including outreach and service delivery.

64.90%

Top 3 Learning Loss Suggestions from Stakeholders

30% Identified reducing class size and/or adding staff as priorities

29% Referenced maintaining Summer and After School Programs

10% Stated additional instructional resources are needed

Top 4 Mental Health Suggestions from Stakeholders

29% Identified adding Mental Health Staff

10% Proposed ensuring counseling was available, including after hours

10% Reported Professional Development is needed

10% Would like more time off for staff and/or students

This feedback also resulted in great ideas and themes. Smaller class size and mental health support were by far the most mentioned ideas. Another very popular allowable use was to provide building principals with some autonomy in spending. Many of the identified items were addressed in the plan: premium pay, providing principals with a discretionary budget, transportation of vulnerable students in afterschool and summer programs, secondary social emotional curriculum and 29 additional mental health support persons and funding for 29 more teaching staff to reduce class size.

Union Leadership Feedback was solicited. In person feedback was solicited and resulted in planning for a premium pay proposal. After stakeholder input was solicited at the District Mental Health Team Meeting, the Union President offered three ideas for inclusion in the plan. When queried, it was noted that these ideas came from the Union Executive Board:

"1. Tuition reimbursement upon for college tuition. That's not just certified, but all, classified included. There has to be a cap, so lets say \$1000 each semester?

2. Up to 10 days of sick leave for individuals contracting the virus and have to miss work. Documentation required.

3. Teachers covering classes during plan will be compensated at their hourly rate."

Additionally the NEA-T President was emailed on April 29th and asked to ensure Union Membership was provided with the stakeholder feedback survey. The following information was emailed to Union members on May 2nd:

"I have received a number of phone calls concerning the issue of NEA-Topeka blocking the use of ESSER funds for premium pay increases for next school year. This is false. I have spoken to the building reps on this matter and have instructed them to have a 10 minute meeting with their membership on the matter. It is a little too long for this correspondence. They will be able to answer questions moving forward.

ESSER III Funds - and your voice

With the ESSER funds prior to ESSER three, the district has not sought stakeholder input. With ESSER III, they do have to seek input. Thus, we may be bombarded with numerous email surveys. FILL THEM OUT! This is a great way to flood the surveys with our voices. I've gotten one from my daughter's high school, another from my other daughter's middle school, one because I'm a teacher and I'm going to fill one out for being a community member. It is imperative that we fill these things out! Our voice should be heard loudly! Get busy members!"

Finally, the Union president was emailed with the link to the drafted plan and feedback survey on May 26th. This information had been previously provided to all stakeholders in the Community News and to building staff members through the Principal Update.

Many of the identified priorities were addressed in the plan: providing principals with a discretionary budget, support for vulnerable students in afterschool and summer programs, secondary social emotional curriculum, 29 additional mental health support persons, learning loss paraprofessional positions and funding for more teaching staff to reduce class size.

## **Tribes**

Feedback from Tribes was solicited in numerous ways. On February 7th, an email was sent to the district Native American Student Services Coordinator who was asked to solicit ideas for ESSER III spending from her staff members and students. As a result, materials and transportation for Summer School were arranged/ordered. Additionally, the district Grant Coordinator was invited to speak at the next Indian Parent Advisory Committee Meeting scheduled to be held on April 27th to solicit in person feedback. This committee is composed of tribal representatives, parents and one student. The meeting was canceled, but the Native American Student Services Coordinator emailed the ESSER III Survey link to all of the team members. The meeting was never rescheduled, so the district Grant Coordinator sent an email to the Advisory Committee directly inviting input as well as sending the survey link again. No input was received directly but 1 respondent to the input survey and 11 respondents to the feedback survey identified as Native American or Pacific Islander.

The ESSER III plan includes support for Native American Students at both the after school and Summer School learning loss programs, as well as provides transportation and supplies. These supports will be added to supports received from the Indian Education Grant.

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

Multiple contacts were attempted to solicit feedback from Civil Rights and Disability Rights Organizations.

Messages were left with ACLU Aileen Berquist and Jessi Kielman on 4-22-22.

An email to the ACLU was sent on April 29th and garnered the following response:

“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/>).

Esmie Tseng

(she, her, hers)

American Civil Liberties Union of Kansas”

The Kansas Action for Committee was contacted on both April 29th and May 23rd and this response was generated both times:

“Thank you for reaching out. We will be in touch with you shortly. In the meantime, feel free to check out Kansas Action for Children on both Facebook and Twitter. Get to know us and find out what we are up to!

Kansas Action for Children

<http://www.kac.org/>

The following input was received:

Thank you for seeking our input concerning the ESSER III funds you will be receiving. 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, after school tutoring, and behavioral health services are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

This input was addressed in the plan with the following: support for students with disabilities and other vulnerable students in afterschool and summer programs, 29 additional mental health support persons, learning loss paraprofessional positions and funding for more teaching staff to reduce class size.

### **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**

Many stakeholders representing student needs were solicited.

Parents were surveyed and respondent parents represented students with the following needs:

Their students:

Had a disability this school year	86.45%, 217 respondents
Is or has received English Learner services	43.82%, 110 respondents
Has experienced homelessness this school year	34.66%, 87 respondents
Is or has been in foster care this school year	38.65%, 97 respondents
is or has been a migrant student this school year	20.72%, 52 respondents

Is or has been incarcerated this school year

8.76%, 22 respondents

The Disability Right Center of Kansas was contacted for input on May 10th. This response was received on May 11th: Thank you for your request seeking our input concerning the ESSER III funds. I completed your survey a couple minutes ago. Good luck using the funds to help all of your students.

Lane Williams, Legal Director, Disability Rights Center of Kansas(DRC)

The same organization was contacted for input when the plan was created. Mr. Lane responded on May 24th with: Good afternoon, Thank you for the update and link to your proposed spending plan. I completed the short survey. Lane Williams Input and feedback from Families Together was also solicited. On April 29th, the input survey was sent to the director with a request to share with the organization. On May 23rd, the feedback survey was also sent to the Director.

On April 29th, the input survey link was emailed to El Centro. On May 10th the feedback link was also emailed.

On April 25th, the District Dual Language Strategic Committee was solicited for in person feedback. This committee is composed of the Coordinator of EL Services, Dual Language Principals, Board members, District Leadership, and Teaching and Learning Representatives. The group generated the following ideas:

For example - learned that at the juvenile center - when in isolation, no learning happened - no hotspots, etc.

Bilingual credit recovery teacher; supervise the PASS process (Curry)

For students who have "aged out"

Caution about supplanting

Program BOE member had mentioned previously

iPads for admin team - walkthrough ease

Promethean boards - dual language sites

Older EL students - Footsteps to Brilliance

MAP Assessment is offered in Spanish (no need)

Entrance test for Landon

Funding assessments (in other languages) to help students with English services

IPT - currently paper, need electronic

Shows if they qualify for EL services

Track students

Phonics program in Spanish

Buy packets to make this sustainable throughout several years

Textbooks in Spanish

How can parents of (L1) English help their students learn and practice Spanish at home)

Need literacy in the native language - beyond textbooks

Parent resources in Spanish, other languages

Mental health - how to help parents help their kids learn digital citizenship in both English and Spanish - to use technology in an effective way

Parent liaison - parent resource academy

For example - did this with the virtual meetings, but had little participation

Partnerships to help TPS families (please note, mental health grant should be providing some of these services)

Scott families have tried b/c the system is overwhelmed, so are not getting the help they need

Expand mental health resources to close opportunity gap

Mobile mental health services

Apps and tech resources that allows students to use various languages

Transportation is a barrier to attending school events - van or other vehicle to bring families to events

Cap City, HSA, Quincy - all have vans to help alleviate barriers

ISS paraprofessional to monitor students so they do not get sent home and miss learning opportunities

How to expose students to other cultures

Send students on trips (for examples - donors choose from Magna Award)

For example - Puerto Rico trip - take students and recruit teachers

Spain encouraged for recruitment - help with host families and partnerships because Spain goes to school through June

Quality translators in all buildings - for example, call up bilingual paraprofessionals to help - salary an issue to recruit - area of opportunity to pay bilingual staff more (Bolley/Gorsuch)

Parent academy - consider recruiting from here to become these experts

Mobile unit - like a book mobile libraries in their own language; area resources, counseling, etc. - several services could be taken care of within a mobile unit

Specialized training for interpreters - there is one planned for Aug. 22

Signage for Landon

Many of these needs will be addressed by the creation of a new District Leader Position called the Director of Cultural Innovation which is planned to be funded by ESSER III for the first two years. Additionally, tutoring for EL/Newcomer/Unaccompanied Minors was added to the plan as well as support during remote tutoring, after school programs and summer programs will be provided for students: in: Indian Education, Special education Support, as well as those having EL support. Additionally, building principals will have \$10,000 in discretionary spending available.

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

Topeka Public Schools Publicly shared the district's ESSER III plan in two ways. The following was sent to all stakeholders in the Community New on May 20th:

Elementary & Secondary School Emergency Relief Fund Survey

Topeka Public Schools has created a plan for how to spend the Elementary and Secondary School Emergency Relief (ESSER) funds. This spending plan is based on input from students, staff, parents and the community.

To see a summary of the input, click here. The plan is an estimate of what we think will be spent. The plan must be approved by the Kansas State Board of Education before any funds can be spent.

Please review the spending plan and let us know what you think by completing this quick survey. If you have any questions about the survey, please contact Stacey Kramer [skramer@tps501.org](mailto:skramer@tps501.org).

Additionally, the same information was shared publicly on the district website the same day:

[https://www.topekapublicschools.net/news/what\\_s\\_new/school\\_emergency\\_relief\\_fund\\_survey](https://www.topekapublicschools.net/news/what_s_new/school_emergency_relief_fund_survey)

Students were also provided with a student friendly version of the plan and directly sent a brief survey on Monday May 23rd.

The results of these surveys indicate that our plan truly took stakeholder input into account when developing the plan. 61% of students thought the plan was excellent and 100% of adult respondents reported the plan addressed the needs of the district.

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

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

Topeka Public Schools is the 6th largest school district in Kansas, educating approximately 13,400 students each year. We offer pre-k through 12 education along with specialized services for 3 and 4 year olds. The school district includes 14 elementary schools, six middle schools, and three high schools. In 2021-22 77% of 501 students received free or reduced lunch, compared with the state average of 46.1%. 22% of the district's students receive special education service. The racial/ethnic composition of the district is 38% White, 32% Hispanic, 17.1% African American, and 13% Other. The school district serves a total of 13.7% or 1807 English Learners (ELs), representing a 165% increase since 1999 (Topeka Public Schools, n.d.). In 2010, an estimated 20.4% of the Topeka population lived below the poverty line, compared to the state average of 13.2%. Additionally, 36% of children under the age of 18 in Topeka live in poverty, nearly double the state average (19%). As a whole, Topeka exhibits environmental risk factors that may negatively impact its school-aged population, including high rates of violent crime: 6.01 violent crimes per 1,000 residents (state average=3.55); 53.6 property crimes per 1,000 (state average=31.4); and 124 crimes per square mile (state average=26 crimes/mi.). Further, school-aged children in Topeka experience risk factors at home: Two out of five children live in single-parent households, nearly 40% more than the state average (University of Wisconsin Population Health Institute, 2014).

Topeka Public Schools students are disproportionately impacted by the Pandemic, as noted by an increase in chronic absenteeism and other data points.

The Pandemic has impacted student assessment data for both academic concerns and social emotional risk. The data from the 2021 KAP confirms this with a slight dip in student achievement. English Language Arts was on a rise from 2018 (24.5%) to 2019 (25.3%) and then in 2021 it dipped to 22.7% proficient. Math follows a similar trajectory with a slight increase between 2018 (24.2%) and 2019 (24.8%) and then a larger dip in 2021 (17%). Preliminary results from 2022 KAP Scores are similarly concerning. 22% of students performed lower than last year on the ELA KAP and 19% of students scored lower on the KAP math assessment.

Risk for Social Emotional and Behavioral issues have also increased during the Pandemic. In the fall of 2018, 65% of students were at low risk for externalizing social emotional needs and behavior. In the fall 2019, students with a low risk rating increased to 67%. The fall 2020 data shows even more students at low risk, 80%. Between 2018 and 2020 TPS increased low risk externalizing behaviors by 15% meeting the goal, however, in the fall of 2021, 71% of students were at low risk for externalizing behavior, dropping our improvement to 9% in externalizing behaviors. This dip is attributed to social emotional learning loss during remote learning much of 2020-2021.

As a tool to help identify and measure learning loss beyond the KAP data, TPS adopted Fast Bridge as a screener and continues to measure student achievement with Scantron Achieve. As an effort to mitigate learning loss, all TPS schools have an afterschool program that focuses on learning loss: academically in the four core content areas, social emotional learning as well as the arts and physical education. Summer programming includes extended school year focused on learning loss, weekly summer camps, and unit/credit recovery at the high school level.

More than 1000 students were identified by building leadership teams as having significant learning loss and recommended for Summer School in June 2022.

Additionally, the district continues to have staffing shortages, particularly for classified staff members. Many of these shortages are related to the added stress brought on by COVID-19. For the first time in many years, we had multiple teachers and other staff members leaving without notice, citing overwhelming stress.

**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)**

Topeka Public Schools uses a robust tiered intervention system as one of our foundational structures. The framework utilized is the Comprehensive Three Tiered Model of Prevention (Ci3T). The district partners with the University of Kansas and Dr. Kathleen Lane to support implementation of the framework. Each building creates and supports an implementation manual which outlines supports at Tier 1, 2 and 3 available to students. This framework is researched based and well proven to effectively create systemic change when implemented with fidelity. The framework is also cited on the KSDE Evidence-Based



Best Practices for At-Risk Programs and Instructions website page.

The district purchased FastBridge assessment software to assist in identifying students in need of Tier 2 and 3 additional support and/or interventions in reading and math. This resource was added to other assessment tools and data sources to identify students who need additional support to combat learning loss.

Additionally, each school building provides ESSER funded after school programs. ESSER funds will pay for salary and supplies. Modeled after evidenced based 21st Century Community Learning Center Programs, these programs include academic interventions, enrichment activities and tutoring support. Summer high school credit recovery will also be available. According to [https://www.visiblelearningmetax.com/influences/view/after-school\\_programs](https://www.visiblelearningmetax.com/influences/view/after-school_programs), these programs are likely to have a positive impact on student learning. These programs are open to any student, however when spacing is an issue due to staffing or other limiting factors, students who have demonstrated learning loss needs will be given the priority placement in the programs. The priority placement will be determined by triangulation of student data including academic and social emotional assessment, attendance and grades. Support for special education, EL students and other vulnerable students will be available during the programs.

The district will continue to offer summer school. These programs include academic interventions, enrichment activities and credit recovery support. At the end of every academic year, students will be recommended for academic intervention during summer school. Most recently, more than 1000 students were offered the opportunity to attend summer school enrichment with transportation provided. Other opportunities for enrichment are and will be open to any student. Support for special education, EL students and other vulnerable students will be available during the programs. As evidenced in the Best Evidence Encyclopedia, summer schools positively affect reading achievement: "The mean effect of summer school programs on reading achievement were positive (mean ES = +0.23)."

Learning Loss Intervention and Assessment Resources will also be purchased to support students in all out of school programs as well as interventions during the school day:

Art of Education. According the Wallace Foundation, "One study provided Tier III evidence suggesting that the students who participated in two inner-city programs that featured rich, sustained visual arts made significantly greater gains than comparison students in social-emotional learning outcomes and process abilities. Eighteen studies provided Tier IV evidence by including a research- or theory-based rationale for how visual arts interventions should impact students' art learning, social-emotional learning, process abilities, and attitudes toward arts."

According to [https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf), Using Connected Text is a foundational reading skill which has moderate evidence of effectiveness. Each of these programs, which focus on building foundational skills and connective text will be utilized, Footsteps to Brilliance, Lyrics to Learn, and Weekly Studies. Small group math intervention tutoring, using math kits will also be utilized. According to a study posted on Best Evidence Encyclopedia, "low achievers can make substantial gains in mathematics if they receive relatively cost-effective small group tutoring. Do the Math Now is an evidenced based resource which meets Meets ESSA "MODERATE" Evidence Criteria will be used in small group settings. Additionally by using math manipulatives, student acceleration will increase, according to [https://www.visiblelearningmetax.com/influences/view/manipulative\\_materials\\_on\\_math](https://www.visiblelearningmetax.com/influences/view/manipulative_materials_on_math).

Teacher professional development will also be purchased to support Hattie's Teacher Clarity. The district believes this is yet another way to both ameliorate and prevent learning loss for students. According to [https://www.visiblelearningmetax.com/influences/view/teacher\\_clarity](https://www.visiblelearningmetax.com/influences/view/teacher_clarity), focusing on teacher clarity will likely have a positive effect on accelerating learning.

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. Several district instructional positions have been redefined to focus on learning loss for the next two years. The district secondary coaches, for example, will help building leadership teams better identify students, especially disproportionate students for intervention services. The coaches will also be able to support staff in implementing evidence based interventions such as after school programs, summer enrichment as well as evidenced based interventions during the school day. Increasing the efficacy of secondary teachers will help recover learning loss for students. These coaches will be responsible for ensuring that building leadership teams know how to analyze data to identify students who have been or

continue to be most affected by learning loss and how to best support them.

The district is proposing restructuring the middle school technology teaching positions into a more robust teaching position focusing on a project based curriculum. Project Lead the Way (PLTW), <https://www.pltw.org/>, is a curriculum framework which encourages hands-on, solution based learning. The district has secured other grant funding for the training and for some of the materials, but ESSER funding will pay for some of the materials and plans to begin to offer vertically aligned computer courses K-12th grade as well as STEM courses in elementary schools. According to [https://www.visiblelearningmetax.com/influences/view/problem-based\\_learning](https://www.visiblelearningmetax.com/influences/view/problem-based_learning), this problem solving curriculum is likely to have a significant positive impact on student achievement.

A new position has also been created and will be funded by ESSER III. This Director of Cultural Innovation will oversee the needs of our diverse student population and ensure their needs are met.

2 college and career advocates will serve two buildings who have many of our disproportionately impacted students. These advocates will be able to offer students greater access to college opportunities, CTE opportunities as well as enrichment opportunities.

3 positions will be continued this year to address learning loss. A secondary learning loss interventionist will be placed at our middle school with the greatest number of disproportionately low performing students. Two virtual/remote teachers will be available for quarantined students to prevent further learning loss. When no students are in quarantine, these teachers will help support virtual students.

29 paras will be hired to deliver evidenced based interventions during the school day. Under the direction of a licensed staff member (who will be compensated for planning the lessons), these para professionals will increase the number of students who will be able access interventions during the school day.

EL/Newcomer/Unaccompanied Minor tutors will be hired to assist those students in accessing learning loss interventions during the school day or during after

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

The district strongly believes that having staff present will have the greatest impact in ameliorating learning loss. Therefore, the district plans to offer a significant premium pay retention incentive for one final year. This incentive will be tied to attendance which has had a demonstrated positive impact on staff attendance, even during the height of the Pandemic.

In 2018, 37% of our staff had 95% attendance or greater. In 2019, 36% of our staff had 95% attendance. In 2019 and 2020, attendance increased only because staff worked from home a large percentage of the year. During the 2021-22 school year, in large part because of the attendance requirement to receive Premium Pay, staff attendance dramatically increased. 52% of staff had 95% attendance or greater. This allowed our school building to stay open during the 2021-22 school and increased stability for our students.

Tying attendance to our premium pay has also reduced absenteeism and created more stability for our students as well as reduced the need for substitutes. Topeka Public Schools was able to stay open for the entire school year largely because of our attendance incentive. Even in January when the COVID-19 variant was rampant in the district, district staff ensured learning continued. This also created an opportunity for more normalcy this year.

Topeka Public Schools is the 6th largest school district in Kansas, educating approximately 13,400 students each year. We offer pre-k through 12 education along with specialized services for 3 and 4 year olds. The school district includes 14 elementary schools, six middle schools, and three high schools. In 2021, 77% of 501 students received free or reduced lunch, compared with the state average of 46.1%. 22% of the district's students receive special education service. The racial/ethnic composition of the district is 38% White, 32% Hispanic, 17.1% African American, and 13% Other. The school district serves a total of 13.7% or 1807 English Learners (ELs), representing a 165% increase since 1999 (Topeka Public Schools, n.d.). In 2010, an estimated 20.4% of the Topeka population lived below the poverty line, compared to the state average of 13.2%. Additionally, 36% of children under the age of 18 in Topeka live in poverty, nearly double the state average (19%). As a whole, Topeka exhibits environmental risk factors that may negatively impact its school-aged population, including high rates of violent crime: 6.01 violent crimes per 1,000 residents (state average=3.55); 53.6 property crimes per 1,000 (state average=31.4); and 124 crimes per square mile (state average=26 crimes/mi.). Further, school-aged children in Topeka

experience risk factors at home: Two out of five children live in single-parent households, nearly 40% more than the state average (University of Wisconsin Population Health Institute, 2014).

This statistics can make it difficult to recruit staff members for Topeka Public Schools. While the district has outstanding data to support the effectiveness of our instructional programs, surrounding districts are often viewed as preferable options for job seekers. This was exacerbated during COVID-19 and made recruitment even more difficult. However, our recruitment and incentive package allowed us to attract more applicants and retain them longer. Our Director of Certified Personnel and Equity writes that last year's premium incentive made a positive impact in the following ways: "ESSER funding and premium pay allowed us to decrease class sizes by recruiting and hiring overflow teachers. Most of these individuals did not already have a teaching degree. Three enjoyed their assignments so much that they have entered transition to teaching programs and been hired to teach for us next school year. One is awaiting an opportunity for a position so that he can be accepted into a transition to teaching program for social studies. Others who are not able to join us for the upcoming school year expressed how much they now wanted to become a teacher. This desire has the potential to benefit TPS and other school districts in the future. Many of our substitute teachers also shared how they had always wanted to be a teacher but had prepared for a different profession in college, so this experience helped them fulfill their dream of teaching. At the end of the school year, 16 teaching positions remain unfilled (including special education positions and two media specialist positions for the entire school year, a significant decrease from the 26 open teaching positions in September.

However, the district continues to have several classified staff openings: Bus para - 9 vacancies  
Food Service Workers - 39, Special Education Paraprofessionals - 54, 14 other support paraprofessional positions, Paras (ISS, ELL, Office, etc) - 14, Delivery Drivers - 3, Van Driver - 1  
IT - 2, Maintenance. - 6, Office personnel - 6, Specialty positions - 2, Custodians Helpers - 9 part-time, Custodians - full-time - 19. The district believes offering one more sizable retention payment will reduce these vacancies considerably.

Topeka Public Schools believes that the best way to decrease learning loss is to invest in staff members. By offering an attendance dependent retention program, we will keep more staff employed to help students recover from learning loss. This will assist the district in retaining experienced staff for one more year and hopefully minimize the effects of the great resignation occurring in education.

The district conducted a survey of all stakeholders and shared our plan for ESSER III. One hundred percent of the respondents believed our plan, including a premium retention incentive, addresses learning loss and addresses other needs related to the Pandemic as well.

According to all stakeholder feedback, Mental Health was one of the top priorities in all groups. The district will continue to monitor social emotional risk and identify mental health needs for students as well. Using the SRSS-IE and other student data, students will also continue to be identified for risk of social emotional and behavioral concerns. ESSER funds will be used to hire an additional 29 mental health personnel to assist in delivery of intervention for the students who need services the most. These personnel may be certified school psychologists, social workers, counselors or mental health mentors who function as behavior coaches for students. These mental health staff members will help support students who need support during Second Step or Zones of Regulation lessons. They will also help support other evidence-based interventions identified in our Ci3T implementation manuals such as check in and check out and small group social emotional learning opportunities.

ESSER III funds will be spent on purchasing Social Emotional Curricula such as Zones of Regulation and Second Step to ensure all students have access.

Funds will also support SEL professional development opportunities for Teachers. Opportunities will include Book studies, Boys Town, Second Step Out of School learning and other opportunities.

Other funding will be spent on replacing PE equipment, library books and technology lost during COVID-19. ESSER III funding will also supply PPE and sanitation supplies to ensure students and schools are safe.

Lastly, building principals will be allowed to spend up to \$10,000 on COVID-19 related needs. These discretionary funds would need to be used for an allowable expense and approved prior to expenditure.

**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.**

Topeka Public Schools has well established foundational structures in place to promote healthy and safe learning environments, support social emotional mental health and academic needs, and to make evidence based, equity driven ARP spending decisions. In creating this plan, the district sought opinions from a diverse range of stakeholders. ESSER spending will be incorporated into these already existing structures. Data will be examined regularly to ensure that interventions are in place and progress monitoring is occurring.

In 2016-2017 TPS adopted the Comprehensive, Integrated, Three Tier Model of Prevention (Ci3T) as its tiered framework. Schools were onboarded based on an implementation schedule. As of Fall 2020, all comprehensive schools, preschools and alternative schools are implementing the Ci3T framework. Implementation expectations are outlined by the building leadership team in an Implementation Manual. Expectations are outlined for each stakeholder in three areas: academic, social emotional and behavior. The implementation plans help ensure the development of respectful, inclusive and engaging classrooms. TPS continues to partner with the University of Kansas (KU) and Dr. Kathleen Lane to provide ongoing design assistance, professional learning, and implementation support of the framework. Use of this framework will support implementation of interventions to reduce learning loss as well.

Academic screening is central to Ci3T implementation. Students are screened three times per year to assess reading and math skills using a nationally normed screener. In 2021, a second screener (FastBridge) was added to gauge for learning loss and screen for characteristics of dyslexia. The academic screening information is examined by the BLT regularly and students who are in need of Tier 2 and 3 academic interventions are connected to specific interventions. Students with additional needs may also be referred to a General Education Intervention (GEI) team. GEI teams create individualized plans and meet regularly to review the plans and adjust them as necessary, based on student progress monitoring data.

Using ESSER funds, a new committee was created to examine existing Tier 2 and 3 resources, explore new resources and make recommendations about adoption of new resources. The committee is also in the process of updating a district master Tier 2 and 3 grid for buildings to begin utilizing this fall. This guidance will continue to assist teams in selecting Tier 2 and 3 resources and interventions for students who are experiencing learning loss. The committee is also charged with ensuring that intervention materials and strategies are evidenced based, in accordance with the Elementary and Secondary Education Act. This committee, along with the pre existing Ci3T district leadership team will help support building leadership teams in choosing and implementing the interventions. These teams will also assist district administration in ensuring after school and summer intervention programs employ evidence based interventions and materials as well.

Several new or reconfigured positions will also ensure that the student who needs the services the most will be able to access them. The Director of Cultural Innovation, Elementary Learning Loss Coordinators and Secondary Learning Loss Instructional Coaches will also play a pivotal role in ensuring that students have access to the interventions. Additionally adding learning loss paras and tutors for EL/Newcomer/Unaccompanied minors will also ensure greater access for students. Topeka Public Schools, as a diverse district, has focused on systems of diversity, equity, and access for more than three decades The District Equity Council, helps ensure that all students have equitable access to interventions and resources.

Monthly data consults are integral parts of our tiered Intervention framework. Trends are examined in attendance, grades, office discipline reports, social emotional screening data including subgroups such as students with disabilities, race, EL students and other disproportionately affected groups. The consultations ensure the BLT is cognizant of building trends and put measures in place to address identified needs in implementation. Learning loss data will be examined regularly.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$42,152,936	\$0	\$42,152,936	ESSER III Allocations	\$8,430,588
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$42,152,936	\$0	\$42,152,936	Amount Still Needed	\$8,430,588
In Review Total	\$40,079,012	\$0	\$40,079,012	In Review Total	\$8,568,692
Amount Left	\$2,073,924	\$0	\$2,073,924	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
501-3-0001	Direct	False	1000	200	16	\$1,500,000	Task Force Review
501-3-0002	Direct	False	2000	111	10	\$3,480,000	Task Force Review
501-3-0003	Direct	False	2000	200	10	\$313,200	Task Force Review
501-3-0004	Direct	False	2700	510	4	\$500,000	Task Force Review
501-3-0005	Direct	False	1000	653	10	\$100,000	Task Force Review
501-3-0006	Direct	True	1000	122	12	\$45,000	Task Force Review
501-3-0007	Direct	False	1000	350	10	\$300,000	Task Force Review
501-3-0008	Direct	False	1000	111	3	\$3,480,000	Task Force Review
501-3-0009	Direct	False	1000	200	3	\$313,200	Task Force Review
501-3-0010	Direct	False	1000	610	7	\$500,000	Task Force Review
501-3-0011	Direct	False	1000	736	9	\$300,000	Task Force Review
501-3-0012	Direct	False	1000	610	3	\$300,000	Task Force Review
501-3-0013	Direct	False	1000	111	12	\$1,200,000	Task Force Review
501-3-0014	Direct	False	1000	200	12	\$108,000	Task Force Review
501-3-0015	Direct	False	1000	112	12	\$10,000	Task Force Review
501-3-0016	Direct	False	1000	610	12	\$175,000	Task Force Review
501-3-0017	Direct	True	1000	112	11B	\$1,638,000	Task Force Review
501-3-0018	Direct	True	1000	200	11B	\$162,000	Task Force Review
501-3-0019	Direct	True	1000	610	11B	\$500,000	Task Force Review
501-3-0020	Direct	True	1000	113	11A	\$480,000	Task Force Review
501-3-0021	Direct	True	1000	200	11A	\$45,000	Task Force Review
501-3-0022	Direct	True	1000	610	11A	\$150,000	Task Force Review
501-3-0023	Direct	True	1000	111	12	\$1,200,000	Task Force Review
501-3-0024	Direct	True	1000	200	12	\$108,000	Task Force Review
501-3-0025	Direct	True	1000	120	12	\$240,000	Task Force Review
501-3-0026	Direct	True	1000	200	12	\$10,800	Task Force Review
501-3-0027	Direct	True	1000	111	12	\$180,000	Task Force Review
501-3-0028	Direct	True	1000	200	12	\$16,200	Task Force Review
501-3-0029	Direct	False	1000	653	3	\$72,000	Task Force Review
501-3-0030	Direct	False	1000	610	3	\$29,000	Task Force Review

501-3-0031	Direct	True	1000	653	12	\$340,000	Task Force Review
501-3-0032	Direct	True	1000	653	12	\$100,000	Task Force Review
501-3-0035	Direct	False	1000	641	12	\$125,000	Task Force Review
501-3-0036	Direct	True	1000	113	12	\$91,000	Task Force Review
501-3-0037	Direct	True	1000	200	12	\$9,000	Task Force Review
501-3-0038	Direct	True	1000	113	12	\$45,000	Task Force Review
501-3-0039	Direct	True	1000	200	12	\$5,000	Task Force Review
501-3-0040	Direct	True	1000	653	12	\$1,203,152	Task Force Review
501-3-0041	Direct	True	1000	111	12	\$126,000	Task Force Review
501-3-0042	Direct	True	1000	200	12	\$11,340	Task Force Review
501-3-0043	Direct	True	1000	113	12	\$90,000	Task Force Review
501-3-0044	Direct	True	1000	200	12	\$10,000	Task Force Review
501-3-0045	Direct	True	1000	350	12	\$200,000	Task Force Review
501-3-0046	Direct	True	1000	111	12	\$270,000	Task Force Review
501-3-0047	Direct	True	1000	200	12	\$24,300	Task Force Review
501-3-0048	Direct	False	1000	111	12	\$188,000	Task Force Review
501-3-0049	Direct	False	1000	200	12	\$16,920	Task Force Review
501-3-0050	Direct	True	1000	200	12	\$4,500	Task Force Review
501-3-0051	Direct	True	1000	121	12	\$1,160,000	Task Force Review
501-3-0052	Direct	True	1000	200	12	\$104,400	Task Force Review
501-3-0053	Direct	False	1000	110	16	\$18,500,000	Task Force Review

## Line Item Details

Line Item ID: 501-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.02xx.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - 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**

Premium Retention Payment, benefits. Due to the effects of COVID-19 such as additional job stress and persistent staff vacancies, up to \$6000 for all district employees, \$2400 for substitutes, and an additional \$2000 for frontline employees, paid quarterly to staff members with 95% attendance. Retaining employees and encouraging more frequent attendance is vital to ensuring Topeka Public Schools is prepared to stay open while the Pandemic continues to persist. For more information, please see additional documentation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,500,000

**Status**

Task Force Review

Line Item ID: 501-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.2000.0111.3209230

**Function Code**

2000 - Support 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**

Mental Health Staff, salary, 29 additional staff needed due to the increased mental health needs surfacing as a result of COVID-19, \$60,000 average salary, for two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,740,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,740,000
<b>Total Expenditures</b>	\$3,480,000

**Status**

Task Force Review

Line Item ID: 501-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.2000.0200.3209230

**Function Code**

2000 - Support Services

**Object Code**

200 - EMPLOYEE BENEFITS

**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**

Mental Health Staff, benefits, 29 additional staff needed due to the increased mental health needs surfacing as a result of COVID-19, \$60,000 average salary, for two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$156,600
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$156,600
--	-----------

<b>Total Expenditures</b>	<u>\$313,200</u>
---------------------------	------------------

**Status**

Task Force Review

Line Item ID: 501-3-0004

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.2720.0510.3209230

**Function Code**

2700 - Student Transportation Services

**Object Code**

510 - Student Transportation 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**

Transportation for vulnerable students disproportionately impacted by the Pandemic. Because of COVID-19, it has been difficult to provide transportation due to the bus driver shortage. Providing dedicated transportation for vulnerable students will help ensure attendance at after school programs and summer school enrichment to reduce 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>	\$350,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$150,000
--	-----------

<b>Total Expenditures</b>	<u>\$500,000</u>
---------------------------	------------------

**Status**

Task Force Review



Line Item ID: 501-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0653.3209230

**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**

Social Emotional Curriculum, Zones of Regulation, Second Step etc. As evidenced by SRSS-IE results and attendance data, students are showing increased risk for social emotional and behavioral concerns due the prolonged effects 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>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.2000.0132.3209220

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

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

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

Locate disengaged students. Extra Duty pay for classified truancy or other staff to locate disengaged students and encourage their re-enrollment. Students need to be present in school in order to recover from the learning loss caused by COVID-19. \$18 per hour, number of hours assigned by missing student count in the building. For one 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>	\$0
<b>Total Expenditures</b>	<u>\$45,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0007

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.2000.0350.3209230

**Function Code**

1000 - Instruction

**Object Code**

350 - 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**

Professional Development for Social Emotional Needs such as Lori Desautels, Boys Town, Second Step, Zones of Regulation, or book studies. According to district screening data, risk for social emotional and behavioral concerns have increased due to the lingering effects of COVID-19. This professional development will better equip staff to address those concerns.

<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>	\$50,000
--	----------

<b>Total Expenditures</b>	\$300,000
---------------------------	-----------

**Status**

Task Force Review

Line Item ID: 501-3-0008

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**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**

Certified staff or substitutes to reduce class size, salary. 29 additional positions. These positions will increase social distancing to reduce the transmission of COVID-19. Additionally, smaller class size will increase the ability to focus more time and attention on student and help reduce learning loss 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>	\$1,740,000
--	-------------

<b>Budgeted Expenditures in SFY 2024</b>	\$1,740,000
--	-------------

<b>Total Expenditures</b>	\$3,480,000
---------------------------	-------------

**Status**

Task Force Review

Line Item ID: 501-3-0009

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**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**

Certified staff or substitutes to reduce class size, benefits. 29 additional positions. These positions will increase social distancing to reduce to transmission of COVID-19. Additionally, smaller class size will increase the ability to focus more time and attention on student and help reduce learning loss 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>	\$156,600
<b>Budgeted Expenditures in SFY 2024</b>	\$156,600
<b>Total Expenditures</b>	<u>\$313,200</u>

**Status**

Task Force Review

Line Item ID: 501-3-0010

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.2610.0610.3209230

**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**

PPE and Cleaning supplies to reduce the spread of COVID-19. Added this: Many ESSER I and ESSER II expenditures focused on PPE, cleaning and sanitizing. Many sustainable items were purchased such as germ killing light bulbs, battery operated foggers and hand held sanitizers. We also have some ESSER II expenditure plans to purchase ionizers to sanitize. As the cases go down, we believe that fewer dollars will need to be spent using ESSER III funds, yet we still wanted to be prepared to spend dollars cleaning and sanitizing supplies as needed to prevent COVID-19. Additionally, should mask wearing be warranted, we reserved some budget authority to purchase PPE for students and staff.

<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>	\$200,000
<b>Total Expenditures</b>	<u>\$500,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0011

**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 II-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0736.3209230

**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**

Technology. Replace computers and other technology lost/damaged during remote learning necessary because of COVID-19. Also provides devices for elementary students to take home during quarantine due to COVID-19. Elementary devices do not typically go home during the school year. During summer 2022, we are conducting an inventory to determine how many devices were lost or damaged while sent home during remote/virtual learning during. Remote learning continues to be in place for quarantined students. During our stakeholder feedback solicitation, this was a desired budget item request from members of our Board of Education. The average ipad replacement is \$378 and the average chromebook replacement is \$315. These funds would allow replacement approximately 476 chromebooks and 396 ipads 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>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
<b>Total Expenditures</b>	<u>\$300,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0012

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0610.3209230

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

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

Providing principals with a \$10,000 discretionary budget to purchase, with approval from the district office, allowable items/materials/professional development needed due to the effects of COVID-19 on learning and mental health. \$10,000 per building.

<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>	\$150,000
--	-----------

<b>Total Expenditures</b>	<u>\$300,000</u>
---------------------------	------------------

**Status**

Task Force Review

Line Item ID: 501-3-0013

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**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**

Technology Instructional Specialists, salary to provide project based technology curriculum to middle school students which will increase engagement and help students recover from learning loss due to COVID-19. Two Years. For more detailed information, please see additional documentation. COVID-19 Nexus:

Due to COVID-19, all students received free meals this year. As a result, during 2021-22 enrollment, several families did not turn in their home economic surveys. This resulted in a significant amount of lost revenue for the district. Accordingly, several district positions are likely to be eliminated, including technology instructors.

Increasing engagement in middle school computer courses will help recover learning loss for students.

The district is proposing restructuring the middle school technology teaching positions into a more robust teaching position focusing on a project based curriculum. Project Lead the Way (PLTW), <https://www.pltw.org/>, is a curriculum framework which encourages hands-on, solution based learning. The district has secured other grant funding for the training and for some of the materials. The district hopes to secure additional funding and also begin to offer vertically aligned computer courses K-12th grade.

Teachers must go through a rigorous training program in order to teach PLTW courses. This training helps ensure that teachers are well prepared to teach students as technology instructional specialists. While no endorsement is currently required to teach middle school technology classes, the district believes that this training offers an opportunity to ensure that middle school technology teachers are well qualified to teach.

Our students, especially middle school students, have had a difficult time engaging this school year. It is believed that by offering this engaging framework, middle school students who are at a formative stage, will more likely engage in their coursework.

Funding 10 FTE positions with ESSER funds, will ensure that all middle schools have access to 1.5 Technology Instructional Specialists to help them increase engagement and offer more students the opportunity to take three computer science courses in middle school. It will also provide a teacher at College Prep Academy for students who often miss the opportunity to take computer classes due to the travel time required to attend College Prep Academy. The district intends to place an emphasis on digital citizenship and internet safety as middle school students are incredibly vulnerable and at increased risk for cyber dangers. This investment will also ensure that as middle school students begin their Individualized Plans of Study and participate in Career and Technical Education Courses, their middle school computer courses and skills will increase their post school success as well. Increasing engagement in computer courses will likely increase attendance, improve engagement in other classes and help recover 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>	\$600,000
<b>Budgeted Expenditures in SFY 2024</b>	\$600,000
<b>Total Expenditures</b>	<u>\$1,200,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**Function Code**

1000 - Instruction

**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**

Technology Instructional Specialists, benefits to provide project based technology curriculum to middle school students which will increase engagement and help students recover from learning loss due to COVID-19. Two Years. For more detailed information, please see additional documentation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$54,000
<b>Budgeted Expenditures in SFY 2024</b>	\$54,000
<b>Total Expenditures</b>	<u>\$108,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0015

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.2000.0112.3209230

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time 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**

Technology Instructional Specialists, extra duty pay to attend required professional development in order to provide project based technology curriculum (Project Lead the Way) to middle school students which will increase engagement and help students recover from learning loss due to COVID-19. Two Years. \$20 per hour.

<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>	\$2,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0016

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0610.3209230

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Instructional materials for Project Lead the Way courses. These new courses will provide engaging lesson based on problem solving. Increasing engagement will help student recover from 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>	\$175,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$175,000
---------------------------	-----------

**Status**

Task Force Review

Line Item ID: 501-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0112.3209230

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

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

After School Staff, salary. After school programs will provide academic intervention, enrichment activities and homework assistance. We are budgeting for 288 certified staff and 54 classified staff to work at the after school programs. The programs average 2 hours per day, 3.5 days per week for 30 weeks. Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$546,000
--	-----------

<b>Budgeted Expenditures in SFY 2023</b>	\$546,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$546,000
--	-----------

<b>Total Expenditures</b>	\$1,638,000
---------------------------	-------------

**Status**

Task Force Review

Line Item ID: 501-3-0018



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**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 Staff, benefits. After school programs will provide academic intervention, enrichment activities and homework assistance. We are budgeting for 288 certified staff and 54 classified staff to work at the after school programs. The programs average 2 hours per day, 3.5 days per week for 30 weeks. Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$54,000
<b>Budgeted Expenditures in SFY 2023</b>	\$54,000
<b>Budgeted Expenditures in SFY 2024</b>	\$54,000
<b>Total Expenditures</b>	<u>\$162,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0019

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0610.3209230

**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 Supplies. After school programs will provide academic intervention, enrichment activities and homework assistance. The programs average 2 hours per day, 3.5 days per week for 30 weeks. Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$200,000
<b>Total Expenditures</b>	<u>\$500,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0020

**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 II-CARES GRANT(COVID19)

**Account Number**

2321.3370.1000.0112.3209220

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

Summer School Extended School Year Academic Enrichment, salary- 130 certified, 60 classified staff including mental health staff. Students in grades Pk-12 can enroll in a summer academic program that will focused on learning loss due to Covid (Kansas Standards) of core and supplemental learning through hands on, student centered instruction, enrichment camps or credit recovery courses (high school only). Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$160,000
<b>Budgeted Expenditures in SFY 2023</b>	\$160,000
<b>Budgeted Expenditures in SFY 2024</b>	\$160,000
<b>Total Expenditures</b>	<u>\$480,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0021

**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 II-CARES GRANT(COVID19)

**Account Number**

2321.3370.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**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 Extended School Year Academic Enrichment, benefits- 130 certified, 60 classified staff including mental health staff. Students in grades Pk-12 can enroll in a summer academic program that will focused on learning loss due to Covid (Kansas Standards) of core and supplemental learning through hands on, student centered instruction, enrichment camps or credit recovery courses (high school only). Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. Two years.

<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>	\$45,000

**Status**

Task Force Review

Line Item ID: 501-3-0022

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.3370.1000.0610.3209230

**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 Extended School Year Academic Enrichment, supplies and materials. Students in grades Pk-12 can enroll in a summer academic program that will be focused on learning loss due to Covid (Kansas Standards) of core and supplemental learning through hands on, student centered instruction, enrichment camps or credit recovery courses (high school only). Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0023

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**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**

Instructional Coaches, salary. 10 Secondary Learning loss instructional coaches. Coaches will reduce learning loss due to COVID-19 by building teacher capacity with coaching and by providing professional development for teachers. These coaches will also help building monitor students for learning loss due to COVID-19 and ensure they are accessing interventions. For more information, please see additional narrative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$600,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$600,000
--	-----------

<b>Total Expenditures</b>	\$1,200,000
---------------------------	-------------

**Status**

Task Force Review

Line Item ID: 501-3-0024

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**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**

Instructional Coaches, benefits. 10 Secondary Learning loss instructional coaches. Coaches will reduce learning loss due to COVID-19 by building teacher capacity with coaching and by providing professional development for teachers. These coaches will also help building monitor students for learning loss due to COVID-19 and ensure they are accessing interventions. For more information, please see additional narrative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$54,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$54,000
--	----------

<b>Total Expenditures</b>	\$108,000
---------------------------	-----------

**Status**

Task Force Review

Line Item ID: 501-3-0025

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0120.3209230

**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**

College and Career Advocates, salary. 2 college and career advocates placed in buildings with the most disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. The advocates will ensure the students have access to intervention, enrichment and services to reduce learning loss and prepare students for post high school. For more information, see the ESSER funded position narrative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$120,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$120,000
--	-----------

<b>Total Expenditures</b>	<u>\$240,000</u>
---------------------------	------------------

**Status**

Task Force Review

Line Item ID: 501-3-0026

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**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**

College and Career Advocates, salary. 2 college and career advocates placed in buildings with the most disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. The advocates will ensure the students have access to intervention, enrichment and services to reduce learning loss and prepare students for post high school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$5,400
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$5,400
--	---------

<b>Total Expenditures</b>	<u>\$10,800</u>
---------------------------	-----------------

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**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**

General Director: Cultural Innovation, salary. This director will be responsible for monitoring learning loss for students disproportionately impacted by COVID-19 and developing innovative ways to ensure their needs are met so that they can recover learning loss due to COVID-19. For more information, please see the additional ESSER staffing narrative for more details. Two years. Director of Cultural Innovation:

This position was designed to supervise and administer culturally responsive education programs that ensure equity for marginalized student groups and addresses culturally relevant pedagogy. Provide leadership and instructional oversight that promotes cultural studies focused on closing academic achievement gaps, eliminating the digital equity gap, and preparing students for post-secondary opportunities. The district believes that ESSER funding is appropriate because of the demonstrated achievement gap for disproportionately impacted students is significant as the following data suggests that COVID-19 has negatively impacted:

**SOCIAL-EMOTIONAL**

- Household losses related to COVID are disproportionate for Black, Hispanic, Amer. Indian students in high poverty areas (CRPE, 2021).
- Significant COVID-related trauma is being discovered for all students (Huck & Zhang, 2021).
- COVID deaths are 1.7-2.2 times more likely for Amer. Indian, Black, and Hispanic individuals (CDC, 2022).
- Reported increases in a recent meta-analysis show increases in student self-harm and suicidal ideation (CRPE, 2021).
- Priority should be given to improving student SEL, particularly for marginalized groups. Professional development, community partnerships, alternative learning environments are potential levers (CRPE, 2021).

**ACHIEVEMENT**

- Data gaps exist due to many states canceling assessments (Huck & Zhang, 2021), and this theme is true for Kansas.
- In looking at over 5 million local assessments, the greatest declines in math and reading were for Amer. Indian, Black, and Hispanic students from 2020 to 2021 (Lewis, Kuhfeld, Ruzek, & McEachin, 2021).
- Achievement on local measures has been lower for elementary Amer. Indian, Black, and Hispanic students (Huck & Zhang, 2021).
- Districts now need to take an innovative approach to assessing growth. This includes understanding the student-as caregiver role, mental health, racism, and any policies that perpetuate barriers (CRPS, 2021).

**CHRONIC ABSENTEEISM**

- Black and Hispanic students have higher rates of chronic absenteeism and withdrawal from school (Chatterji & Li, 2021).
- Statewide KS chronic absenteeism increased from 13.9% in 2020 to 17.5% in 2021 (KSDE Report Card, n.d.)
- Higher 2021 rates of chronic absenteeism in Hispanic, Black, and American Indian populations in every large KS school (over 10,000 students).
- Data below shows disproportionate increases in chronic absenteeism (See additional documentation for clearer graph.

Large KS School Districts  
Topeka Public Schools





**Allocation Type**

Direct Allocation

**Is this Item 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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0653.3209230

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

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

Art of Education and Art Supplies. The ART of Education Curriculum is an innovative curriculum which will engage students and allow teachers to assess and ameliorate Art related learning loss. Art classes were one of the most difficult to replicate during remote learning. The TPS teaching and learning team has already begun working to establish learning loss rubrics to assess students and build lessons which will help students recover from learning loss due to COVID-19. Two year subscription. ADDED this: Although the primary reason for implementing this new curriculum is to combat Art related learning loss skills, there is also an anticipated positive social emotional impact that will be an incidental benefit. According to the Wallace Foundation, "One study provided Tier III evidence suggesting that the students who participated in two inner-city programs that featured rich, sustained visual arts made significantly greater gains than comparison students in social-emotional learning outcomes and process abilities."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$36,000
<b>Budgeted Expenditures in SFY 2024</b>	\$36,000
<b>Total Expenditures</b>	<u>\$72,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0030

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0610.3209230

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

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

Art of Education and Art Supplies. The ART of Education Curriculum is an innovative curriculum which will engage students and allow teachers to assess and ameliorate Art related learning loss. Art classes were one of the most difficult to replicate during remote learning. The TPS teaching and learning team has already begun working to establish learning loss rubrics to assess students and build lessons which will help students recover from 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>	\$29,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0031

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0653.3209230

**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**

Footsteps to Brilliance is an evidenced based intervention. Used in pre-k-2nd grade. Footers to Brilliance is helping students recover learning loss due to COVID-19. 2 year subscription.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$170,000
<b>Budgeted Expenditures in SFY 2024</b>	\$170,000
<b>Total Expenditures</b>	<u>\$340,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0032

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0653.3209230

**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 Assessment software . FastBridge assessment allows TPS to have another tool to measure COVID-19 learning loss. Assessment Teams are trained to assess students 3 times per year. The data gathered is triangulated with other data: MAP data, attendance data, grades etc. and used to connect students to interventions to combat learning loss due to COVID-19. 2 year subscription

<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>	\$100,000
--	-----------

<b>Total Expenditures</b>	\$100,000
---------------------------	-----------

**Status**

Task Force Review

Line Item ID: 501-3-0035

**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**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0641.3209230

**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**

Library books. Many library books were not returned after remote learning required due to COVID-19. Reading library books assist students in recovering from 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>	\$125,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$125,000
---------------------------	-----------

**Status**

Task Force Review

Line Item ID: 501-3-0036

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0112.3209230

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

Learning Loss Extra duty pay for certified staff supervising learning loss paraprofessional, salary. These para professionals will be facilitating small group interventions designed to reduce learning loss caused by COVID-19. While paraprofessionals, under supervision of certified staff can deliver interventions, they may not plan them. This will provide teachers extra time to plan the intervention needed to address learning loss. Approximately 120 hours per building at \$25 per hour.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$45,500**Budgeted Expenditures in SFY 2024** \$45,500**Total Expenditures** \$91,000**Status**

Task Force Review

Line Item ID: 501-3-0037

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**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**

Learning Loss Extra duty pay for certified staff supervising learning loss paraprofessional, benefits These para professionals will be facilitating small group interventions designed to reduce learning loss caused by COVID-19. While paraprofessionals, under supervision of certified staff can deliver interventions, they may not plan them. This will provide teachers extra time to plan the intervention needed to address learning loss. Approximately 120 hours per building at \$25 per hour.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,500**Budgeted Expenditures in SFY 2024** \$4,500**Total Expenditures** \$9,000**Status**

Task Force Review

Line Item ID: 501-3-0038

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0112.3209230

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

El/Newcomer/Unaccompanied Minor Tutors, salary. These tutors will be available to support the students who need additional support during summer school and/or after school programs to access them so that they can recover learning loss due to COVID-19. \$25 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,500
<b>Budgeted Expenditures in SFY 2024</b>	\$22,500
<b>Total Expenditures</b>	<u>\$45,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0039

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**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**

El/Newcomer/Unaccompanied Minor Tutors, benefits. These tutors will be available to support the students who need additional support during summer school and/or after school programs to access them so that they can recover learning loss due to COVID-19. \$25 per hour.

<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>	<u>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0040

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0653.3209230

**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**

Tier 2 and 3 Math and Reading Interventions. Purchase Evidence based interventions such as Do the Math Now, Iready, IXL, Lyrics to Learn, Actively Learn, Moby Max, Iready, Ilit EL, Achieve 3000 for use during school, during after school programs and during summer school to combat learning loss due to COVID-19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,203,152**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,203,152**Status**

Task Force Review

Line Item ID: 501-3-0041

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**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**

Secondary Learning Loss Instructor, salary. This learning loss instructor has been placed at the district's middle school with the highest population of students impacted by COVID-19. The instructor focuses on reading intervention to combat learning loss. 2 years.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$63,000**Budgeted Expenditures in SFY 2024** \$63,000**Total Expenditures** \$126,000**Status**

Task Force Review

Line Item ID: 501-3-0042

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**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**

Secondary Learning Loss Instructor, salary. This learning loss instructor has been placed at the district's middle school with the highest population of students disproportionately impacted by COVID-19. The instructor focuses on reading intervention to combat learning loss. 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,670
<b>Budgeted Expenditures in SFY 2024</b>	\$5,670
<b>Total Expenditures</b>	<u>\$11,340</u>

**Status**

Task Force Review

Line Item ID: 501-3-0043

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0132.3209230

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

Learning Loss Data Coordinator, Elementary, salary. Extra duty pay for instructional coach or other teacher leader to be responsible for collecting learning loss data and progress monitoring data. Information will be provided to the building leadership team and used to connect students to interventions when need to combat learning loss due to COVID-19. 1 per building, up to 10 hours per month at \$25 per hour.

<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**

Task Force Review

Line Item ID: 501-3-0044

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**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**

Learning Loss Data Coordinator, Elementary, benefits Extra duty pay for instructional coach or other teacher leader to be responsible for collecting learning loss data and progress monitoring data. Information will be provided to the building leadership team and used to connect students to interventions when need to combat learning loss due to COVID-19. 1 per building, up to 10 hours per month at \$25 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$10,000

**Status**

Task Force Review

Line Item ID: 501-3-0045

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0350.3209230

**Function Code**

1000 - Instruction

**Object Code**

350 - 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**

Professional Development to improve Engagement. Corwin, PBL, Kagan, etc. focusing on student engagement and teacher clarity will ensure teachers are better prepared to address learning loss due to COVID-19 in their classrooms.

<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>	\$200,000

**Status**

Task Force Review

Line Item ID: 501-3-0046



**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**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**

Learning Loss Specialists, elementary, salary. Elementary learning loss specialists will assess learning loss, and deliver intervention services to combat learning loss due to COVID-19. 3 pilot positions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$135,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$135,000
--	-----------

<b>Total Expenditures</b>	\$270,000
---------------------------	-----------

**Status**

Task Force Review

Line Item ID: 501-3-0047

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**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**

Learning Loss Specialists, elementary, benefits. Elementary learning loss specialists will assess learning loss, and deliver intervention services to combat learning loss due to COVID-19. 3 pilot positions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$12,150
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$12,150
--	----------

<b>Total Expenditures</b>	\$24,300
---------------------------	----------

**Status**

Task Force Review

Line Item ID: 501-3-0048

**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**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**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**

Virtual/Remote Teachers, salary. 2 teachers for students in remote learning in quarantine due to COVID-19. If no students are in quarantine, these teachers will support Virtual students, tutoring them and delivering intervention services to combat 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>	\$94,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$94,000
--	----------

<b>Total Expenditures</b>	<u>\$188,000</u>
---------------------------	------------------

**Status**

Task Force Review

Line Item ID: 501-3-0049

**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 Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**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**

Virtual/Remote Teachers, benefits. 2 teachers for students in remote learning in quarantine due to COVID-19. If no students are in quarantine, these teachers will support Virtual students, tutoring them and delivering intervention services to combat 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>	\$8,460
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$8,460
--	---------

<b>Total Expenditures</b>	<u>\$16,920</u>
---------------------------	-----------------

**Status**

Task Force Review

Line Item ID: 501-3-0050

**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**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**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**

Locate disengaged students, benefits. Extra Duty pay for classified truancy or other staff to locate disengaged students and encourage their re-enrollment. Students need to be present in school in order to recover from the learning loss caused by COVID-19. \$18 per hour, number of hours assigned by missing student count in the building. For one year.

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

**Status**

Task Force Review

Line Item ID: 501-3-0051

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0131.3209230

**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**

Learning Loss Para Professionals, salary. 29 paraprofessional dedicated to delivering evidence based interventions to students disproportionately impacted by COVID-19. The interventions would be designed and supervised by a licenced teacher to combat 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>	\$580,000
<b>Budgeted Expenditures in SFY 2024</b>	\$580,000
<b>Total Expenditures</b>	<u>\$1,160,000</u>

**Status**

Task Force Review

Line Item ID: 501-3-0052

**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**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**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**

Learning Loss Para Professionals, benefits. 29 paraprofessional dedicated to delivering evidence based interventions to students disproportionately impacted by COVID-19. The interventions would be designed and supervised by a licenced teacher to combat 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>	\$52,200
<b>Budgeted Expenditures in SFY 2024</b>	\$52,200
<b>Total Expenditures</b>	<u>\$104,400</u>

**Status**

Task Force Review

Line Item ID: 501-3-0053

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.01xx.3209230

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Premium Retention Payment, salary. Due to the effects of COVID-19 such as additional job stress and persistent staff vacancies, up to \$6000 for all district employees, \$2400 for substitutes, and an additional \$2000 for frontline employees, paid quarterly to staff members with 95% attendance. Retaining employees and encouraging more frequent attendance is vital to ensuring Topeka Public Schools is prepared to stay open while the Pandemic continues to persist. For more information, please see additional documentation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,500,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,500,000</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0502

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>
Lewis	401 Sunnyside Drive, Lewis, KS 675520097	P O Box 97, Lewis, KS 675520097
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Mike McDermeit	mike.mcdermeit@usd502.com	(620) 324-5547

## 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>
Mike McDermeit	Superintendent	mike.mcdermeit@usd502.com	(620) 324-5547
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Darla Stegman		darla.stegman@usd502.com	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Luke Snyder		luke.snyder@usd502.com	

## Plan for Safe Return

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

<https://www.usd502.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?**

We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operate in-person learning for the school year. We attribute our student success and our ability to remain open last year and this year to following this guidance and 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, up-to-date safety requirements, and to ensure it is maximize 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

Our ESSER plan was developed through the use of a combination of a survey and focus groups to determine the highest level of need for pandemic related instruction and support. 13 5th and 6th grade students took the survey. 10 of the 13 (77%) listed additional technology. 8 of 13 (62%) listed teacher resources as a priority, with 7 of 13 (54%) listed Summer Programs.

1. Providing additional technology for student use.
2. Additional instructional materials and resources.
3. Summer Learning Programs

Our ESSER plan takes into consideration the student recommendations and are part of the overall plan.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook), as well as posted on our school website. Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

## **Families**

A community survey was conducted to gain input from stakeholders. There were 24 responses to the survey. Of those 24 responses, 11 were staff members, 10 were parents, and 3 were community members. The breakdown of the community survey showed 15 out of 24 responses support additional Instructional materials and resources, 12 of 24 (50%) responses supporting more teacher professional development, and 11 of 24 supporting after school programs and additional technology for students.

1. Additional Instructional materials and resources.
2. Teacher professional development to support teacher growth.
3. After School Programs.
4. Additional Technology for students.

These suggestions are reflective in the plan that we developed.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook), as well as posted on our school website. Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

## **School and District Administrators including Special Education Administration**

We are a school district of 85 students PreK-6 with the 7-12 students attending Macksville schools. We have one administrator that serves as the superintendent and principal. The superintendent/principal and the District Leadership Team had a hand in developing and approving this plan. The school district also collaborated with our special education coop. (SCKSEC) to ensure that our plan supported the needs of all populations of students. School, district, and Special Education Administration input was considered in our plan.

The Superintendent meets regularly with the District Leadership Team to develop the survey, review the needs of the staff and students based on focus group data, and analyze district survey responses. Here are the 3 areas agreed upon as a need based on data received from the district administration and the District Leadership Team.

1. Summer and after school programs
2. Additional personnel and staff support for academic intervention
3. Premium/Incentive/Retention pay for all staff.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook), as well as posted on our school website. Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Development of the ESSER III plan is a collaborative effort that includes all stakeholders. Students, staff, parents, administration and state organizations input is included in this plan. Based on focus group conversations with the various stakeholders, the following are highlights of a collaborative effort to identify needs of our school.

1. Premium/Incentive/Retention pay
2. Summer and After School programs
3. Additional personnel and staff support for academic intervention

This information will play an important part in the development of our ESSER plan.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook), as well as posted on our school website. Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

## **Tribes**

While our student information system did not indicate we had any tribal students in our district, we reached out to the following tribes in our state with a survey to seek feedback regarding suggestions to best meet the needs of Native American students.

1. Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas
2. Prairie Band of Potawatomi Nation, Kansas

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit our Native American students:

1. Additional technology for students
2. Additional instructional materials and resources
3. Summer and After School Programs for students.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook), as well as posted on our school website. Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

## **Civil Rights Organization including Disability Rights Organizations**

There are no civil rights organizations in our district or region. We reached out to the following civil rights organization in our state to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

1. Kansas Human Rights Commission

We did not receive feedback from Kansas Human Rights Commission to guide our decision making but we have still implemented the following supports based on a survey given to special education teachers and families. 90% of respondents would like the school to offer additional instructional materials and resources. 70 percent list additional personnel and staff support for academic intervention which we believe will benefit all populations of our students:

1. Additional Instruction materials and resources
2. Additional personnel and staff support for academic intervention

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook), as well as posted on our school website. Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**



We 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. Through those surveys and conversations, it was clear that the following supports were most needed.

1. Summer programs for students
2. After School programs for students.
3. Additional instructional materials and resources.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook), as well as posted on our school website. Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

### **Provide the public the opportunity to provide input and take such input into account**

A community survey was conducted to gain input from all stakeholders. There was a total of 37 participants in the survey- 13 students, 11 parent/guardians, 11 Staff members, 1 Retired Senior Citizen, and 1 Board of Ed. member. In a small community, some of these participants can be placed in multiple categories.

Over all categories, 71% said additional instructional materials and resources was the greatest need, followed by additional technology (64.5%), and Summer learning programs (61%).

Survey results were shared with all stakeholders and presented to the Board of Education and the school site council. Results were shared with parents via e-mail.

These suggestions are reflective in the plan we developed.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook), as well as posted on our school website. Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

### **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.**

Measuring the impact of COVID-19 can be a challenge as it relates to the emotional impact on students. Other areas are easier to measure, such as the daily absentee rate, which increase 5 students per day for the 21-22 school year when comparing the absentee rate of 19-20 and 20-21. In a district where we serve 85 students PreK-6th grade, this is a large number of students.

Data from our Communities Care Survey given to 6th grade students

Since March of 2020, there has been significant learning loss. Students taking the Kansas Assessment tests in 2021 show results that declined in all 4 grades for ELA and Math. The addition of extra staff at the elementary level will help combat the learning loss that occurred during COVID-19

**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 purchased (or is in the process of purchasing) intervention curriculum and materials to address student learning loss to the most impacted subgroups due to COVID-19. All of these are evidence based practices and are on the Kansas State Department of Education "Approved"list These include:

1. Fastbridge
2. Class Dojo
3. Creative Curriculum
4. LETRS Training
5. Lexia Core 5
6. MTSS
7. Pathways
9. Standards Aligned Learning Objective
10. Too Good for Violence

One of the primary implementations we have made is increasing the para supports to provide our students the help they need to bridge the learning loss caused by this virus. We have added 1 3/4 paras this year. This year, we want to extend para support with an additional 1/4th of a position to support learning in our pre-school and to continue ESSER II funding for these positions for 2022-2023 and 2023-2024.

USD 502 is requesting \$1,500 for 2022-23 and \$1,500 for 2023-24 for our after school program. After School Tutoring will be used to address learning loss to the most impacted subgroups related to COVID-19. ESSER III funds will cover salaries for staff to assist students for the 2022-23 and 2023-24 school years.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Ready4K is a program used to deliver evidence based curriculum for students Prek-6th to families via daily text messages. This addresses the Math and ELA learning loss among target subgroups, as well as social/emotional.

USD #502 is requesting \$29,000 for the purpose of providing premium pay, or additional compensation, for all district personnel. USD #502 is requesting \$209,000 to be paid in January of 2023.

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022 and 2023 school years in response to academic and social-emotional learning loss due to the COVID-19 pandemic. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered. Additional duties can and will include increased development of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

USD is requesting \$4,200 for Oculus Virtual Reality headsets that will be utilized to take virtual field trips and other virtual experiences to make up for missed hands on experiences and in person field trips that were cancelled because of COVID-19. This addresses Math and Science learning loss among target subgroups, as well as social/emotional.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$167,639	\$0	\$167,639
Approved Total	\$0	\$0	\$0
Amount Left	\$167,639	\$0	\$167,639
In Review Total	\$167,639	\$0	\$167,639
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$33,528
Approved Total	\$0
Amount Still Needed	\$33,528
In Review Total	\$121,439
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
502-3-0001	Direct	True	1000	120	12	\$80,132	Task Force Review
502-3-0002	Direct	False	1000	151	16	\$10,000	Task Force Review
502-3-0003	Direct	False	1000	120	16	\$8,000	Task Force Review
502-3-0004	Direct	False	2300	110	16	\$1,000	Task Force Review
502-3-0005	Direct	False	2300	120	16	\$2,000	Task Force Review
502-3-0006	Direct	False	2600	120	16	\$2,000	Task Force Review
502-3-0007	Direct	False	3100	120	16	\$2,000	Task Force Review
502-3-0008	Direct	False	2130	110	16	\$1,000	Task Force Review
502-3-0009	Direct	False	2710	120	16	\$3,000	Task Force Review
502-3-0010	Direct	True	1000	610	12	\$11,600	Task Force Review
502-3-0011	Direct	False	2200	300	12	\$8,000	Task Force Review
502-3-0012	Direct	False	1000	610	12	\$5,900	Task Force Review
502-3-0013	Direct	False	1000	300	12	\$3,300	Task Force Review
502-3-0014	Direct	True	1000	220	12	\$11,355	Task Force Review
502-3-0015	Direct	True	1000	260	12	\$92	Task Force Review
502-3-0016	Direct	True	1000	110	12	\$8,750	Task Force Review
502-3-0017	Direct	True	1000	220	12	\$1,240	Task Force Review
502-3-0018	Direct	True	1000	260	12	\$10	Task Force Review
502-3-0019	Direct	True	2710	626	12	\$800	Task Force Review
502-3-0020	Direct	True	2710	120	12	\$693	Task Force Review
502-3-0021	Direct	True	2710	220	12	\$99	Task Force Review
502-3-0022	Direct	True	2710	260	12	\$8	Task Force Review
502-3-0023	Direct	True	2710	120	12	\$572	Task Force Review
502-3-0024	Direct	True	2710	220	12	\$82	Task Force Review
502-3-0025	Direct	True	2710	260	12	\$6	Task Force Review
502-3-0026	Direct	True	1000	890	12	\$1,000	Task Force Review
502-3-0027	Direct	True	1000	610	12	\$2,000	Task Force Review
502-3-0028	Direct	True	1000	110	12	\$2,598	Task Force Review
502-3-0029	Direct	True	1000	220	12	\$372	Task Force Review
502-3-0030	Direct	True	1000	260	12	\$30	Task Force Review

# Line Item Details

Line Item ID: 502-3-0001

**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**

Para salary

**Account Number**

06-1000-120-0

**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**

One of the primary implementations we have made is increasing the para supports to provide our students the help they need to bridge the learning loss caused by this virus. We have added 2 paras this year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$39,375
<b>Budgeted Expenditures in SFY 2024</b>	\$40,757
<b>Total Expenditures</b>	\$80,132

**Status**

Task Force Review

Line Item ID: 502-3-0002

**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**

Salaries-Premium Pay

**Account Number**

06-1000-110-0

**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**

Teacher Premium pay for 10 license teaching staff to retain quality employees. Each staff member will receive \$1,000 and will be paid on January 6, 2023.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$10,000</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many teachers, how much per teacher and anticipated payment date

Line Item ID: 502-3-0003

**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**

Para Salaries-Premium Pay

**Account Number**

06-1000-120-0

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for 8 classified employees. Each classified employee will receive \$1,000 on January 6th, 2023.

<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>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$8,000</u>
---------------------------	----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff and anticipated payment date.

Line Item ID: 502-3-0004

**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**

Superintendent Salary-Premium Pay

**Account Number**

06-2300-110-0

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the superintendent to retain quality staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Narrative indicated payment in January 2023.

Line Item ID: 502-3-0005

**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**

Administration Aides-Premium Pay

**Account Number**

06-2300-120-0

**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**

Premium pay for 2 central office personnel. Each office personnel will receive \$1,000 on January 6th, 2023.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff and anticipated payment date.

Line Item ID: 502-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Salaries-Bonus Pay

**Account Number**

06-2600-120-0

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay to retain 2 quality custodial staff. Each custodian will receive \$1,000 on January 6th, 2023.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$2,000

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$2,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff and anticipated payment date.

Line Item ID: 502-3-0007

**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**

Cook Salaries-Premium Pay

**Account Number**

24-3100-120-0

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for 2 cooks to retain quality staff. Each cook will receive \$1,000 on January 6th, 2023.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$2,000

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$2,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff and anticipated payment date.



Line Item ID: 502-3-0008

**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**

Health Salaries - Premium Pay

**Account Number**

06-2130-110-0

**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**

Premium pay for the school nurse to retain quality staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Narrative indicates payment in January 2023.

Line Item ID: 502-3-0009

**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**

Transportation Salaries-Premium Pay

**Account Number**

06-2710-120-0

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for 3 bus drivers. Each bus driver will receive \$1,000 on January 6th, 2023.

<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>	\$3,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff and anticipated payment date.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies

**Account Number**

06-1000-610-0

**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**

To purchase intervention curriculum and materials for our Summer Enrichment Program, After School Program and to help para.s individualize instruction for targeted subgroups during the regular school year. Evidence based programs Fastbridge, Standards Aligned Learning Objectives, and Lexia will be utilized to target and assist the most impacted subgroups affected by learning loss during the COVID-19 shutdown of schools.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,800
<b>Budgeted Expenditures in SFY 2024</b>	\$5,800
<b>Total Expenditures</b>	<u>\$11,600</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide information on what supplies and materials will be purchased with this money and how it will help address learning loss from COVID-19 for the targeted subgroups.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Staff Development

**Account Number**

26-2200-300-0

**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**

2 days of additional staff development for licensed staff to acquire new teaching methods that will help address learning loss among the identified subgroups. 1 professional development day will be utilized for Student Diversity Training and 1 day will be for effective Remote Learning Instructional practices for staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,000
<b>Budgeted Expenditures in SFY 2024</b>	\$4,000
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide information on what trainings will be provided during the staff development.

Line Item ID: 502-3-0012

**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**

Technology Equipment

**Account Number**

06-1000-610-T

**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**

Updated technology equipment with expanded capabilities are needed to address learning loss for the targeted subgroups most impacted by COVID 19 during the time students were learning remotely. We are requesting \$4,200 for 14 sets of Oculus Virtual Reality headsets and a computer cart for \$1,700. The VR sets will be utilized to take virtual field trips and other virtual experiences to make up for missed hands on experiences and in-person field trips that were cancelled because of COVID-19. This addresses Math and Science learning loss among targeted subgroups. as well as social/emotional. The cart will be utilized to store, charge and move VR sets throughout the school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,900
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$5,900

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information on what technology will be purchased.

Line Item ID: 502-3-0013

**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**

Purchase Tech Services

**Account Number**

06-1000-300-0

**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**

SeeSaw is a communication program that is critical to communicating with parents and students remotely. licensed and classified staff utilize this program to encourage parent engagement, show student work samples remotely to parents, and to communicate student progress in the areas of Reading, Math, and Social/emotional. Parent engagement is critical to reach the most negatively impacted subgroups affected by COVID-19. Improved parent engagement will help to reduce the student absentee rate that occurred 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>	\$1,650
<b>Budgeted Expenditures in SFY 2024</b>	\$1,650
<b>Total Expenditures</b>	<u>\$3,300</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please include how this will address a COVID-19 need.

Line Item ID: 502-3-0014

**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**

Social Security - Para Salaries

**Account Number**

06-1000-220-0

**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 deductions for 2 para.'s. One of the primary implementations we have made is increasing the para supports to provide our students the help they need to bridge the learning loss caused by this virus. We have added 2 paras this year. The addition of 2 paraprofessionals reduces the student to teacher ratio, which is an evidence based practice, to address the learning loss due to COVID 19 in identified subgroups.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$5,580
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$5,775
--	---------

<b>Total Expenditures</b>	<u>\$11,355</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many paras? Please describe how this will address a COVID-19 need.

Line Item ID: 502-3-0015

**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**

Unemployment - Para Salaries

**Account Number**

06-1000-250-0

**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**

Unemployment deductions for 2 para.'s. One of the primary implementations we have made is increasing the para supports to provide our students the help they need to bridge the learning loss caused by this virus. We have added 2 paras this year. The addition of 2 paraprofessionals reduces the student to teacher ratio, which is an evidence based practice, to address the learning loss due to COVID 19 in identified subgroups.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45
<b>Budgeted Expenditures in SFY 2024</b>	\$47
<b>Total Expenditures</b>	<u>\$92</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many paras? Please describe how this will address a COVID-19 need.

Line Item ID: 502-3-0016

**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**

Teacher Salaries

**Account Number**

06-1000-110-0

**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 for 4 staff. Summer School will be used to address learning loss to the most impacted subgroups related 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>	\$8,750
--	---------

<b>Total Expenditures</b>	\$8,750
---------------------------	---------

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many teachers salaries?

Line Item ID: 502-3-0017

**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**

Social Security-Teacher Salaries

**Account Number**

06-1000-220-0

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Soc Sec deductions for 4 Summer School Program staff salaries. Summer School will be used to address learning loss to the most impacted subgroups related 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>	\$1,240
--	---------

<b>Total Expenditures</b>	\$1,240
---------------------------	---------

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many teachers?. Please address the COVID-19 need.



**Allocation Type**

Direct Allocation

**Is 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 deduction - Teacher Salaries

**Account Number**

06-1000-250-0

**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**

Unemployment deductions for 4 Summer School Program staff. Summer School will be used to address learning loss to the most impacted subgroups related 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>	\$10
<b>Total Expenditures</b>	\$10

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many teachers? Please describe the COVID-19 need.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Transportation Bus Fuel

**Account Number**

06-2710-626-0

**Function Code**

2710 - Vehicle Operation

**Object Code**

626 - Gasoline

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fuel for busing students to and from Summer School Program that live more than 2 miles from the school. Summer School will be used to address learning loss to the most impacted subgroups related 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>	\$800
--	-------

<b>Total Expenditures</b>	<u>\$800</u>
---------------------------	--------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please describe the COVID-19 need and targeted subgroups.

Line Item ID: 502-3-0020

**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**

Transportation - Salaries

**Account Number**

06-2710-120-0

**Function Code**

2710 - Vehicle Operation

**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**

Bus Driver driving regular route for Summer School Program. Summer School will be used to address learning loss to the most impacted subgroups related to COVID 19. Bussing will be for identified at-risk students who live more than 2 miles from the school.

<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>	\$693
--	-------

<b>Total Expenditures</b>	\$693
---------------------------	-------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please describe the COVID-19 need and targeted subgroups.

Line Item ID: 502-3-0021

**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**

Social Security-Transportation Salary

**Account Number**

06-2710-220-0

**Function Code**

2710 - Vehicle Operation

**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**

Transportation Social Security deductions for the regular busing route of students to and from the Summer School Program. Summer School will be used to address learning loss for the most impacted subgroups related to COVID 19 that live more than 2 miles from the school.

<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>	\$99
<b>Total Expenditures</b>	<u>\$99</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please describe the COVID-19 need and targeted subgroups.

Line Item ID: 502-3-0022

**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**Unemployment - Transportation  
Salaries**Account Number**

06-2710-250-0

**Function Code**

2710 - Vehicle Operation

**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**

Transportation Unemployment for the regular busing route of students to and from the Summer School Program. Summer School will be used to address learning loss for the most impacted subgroups related to COVID 19 that live more than 2 miles from the school.

<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
<b>Total Expenditures</b>	\$8

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please describe the COVID-19 need and targeted subgroups.

Line Item ID: 502-3-0023

**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**

Transportation Salary- Activity Trips

**Account Number**

06-2710-120-0

**Function Code**

2710 - Vehicle Operation

**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**

Transportation Activity Trip Salary for busing of students to enrichment activities 1 time per week for 6 weeks. Summer School will be used to address learning loss for the most impacted subgroups related 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>	\$572
--	-------

<b>Total Expenditures</b>	\$572
---------------------------	-------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please describe the COVID-19 need and targeted subgroups.

Line Item ID: 502-3-0024

**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**

Social Security - Transportation Salary

**Account Number**

06-2710-220-0

**Function Code**

2710 - Vehicle Operation

**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**

Transportation Activity Social Security for busing of students to enrichment activities 1 time per week for 6 weeks. Summer School will be used to address learning loss for the most impacted subgroups related 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>	\$82
--	------

<b>Total Expenditures</b>	\$82
---------------------------	------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please describe the COVID-19 need and targeted subgroups.

**Allocation Type**

Direct Allocation

**Is 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 - Transportation Salary

**Account Number**

06-2710-250-0

**Function Code**

2710 - Vehicle Operation

**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**

Transportation unemployment for busing of students to enrichment activities 1 time per week for 6 weeks. Summer School will be used to address learning loss for the most impacted subgroups related 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>	\$6
<b>Total Expenditures</b>	\$6

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please describe the COVID-19 need and targeted subgroups.

**Allocation Type**

Direct Allocation

**Is 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 Instruction Expenses

**Account Number**

06-1000-890-0

**Function Code**

1000 - Instruction

**Object Code**

890 - Other Miscellaneous Expenditures

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Standards Plus is an evidence based supplemental curriculum (<https://standardsplus.org/essa/>) that will be utilized in our summer school program to address student learning loss for the most impacted subgroups due to COVID 19. The website is included for verification of the evidence base requirement.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
--	---------

<b>Total Expenditures</b>	\$1,000
---------------------------	---------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please explain what instructional supplies will be purchased and how they will address the COVID-19 need, what subgroups will be targeted.

Line Item ID: 502-3-0027



**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**

Instructional Supplies

**Account Number**

06-1000-610-0

**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**

Purchase of Intervention curriculum materials Class Dojo, Creative Curriculum, and Ready K to address student learning loss to the most impacted subgroups due to COVID 19. All of these are evidence based practices and are on the KSDE "approved" list.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please explain what teaching supplies will be purchased and how they will address the COVID-19 need, what subgroups will be targeted.

Line Item ID: 502-3-0028

**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**

Teacher Salaries

**Account Number**

06-1000-110-0

**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 is for 2 staff salaries for After School Tutoring in FY 2023 and FY2024,. After School Tutoring is an evidence based practice that will be used to address learning loss to the most impacted subgroups related 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>	\$1,299
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$1,299
--	---------

<b>Total Expenditures</b>	<u>\$2,598</u>
---------------------------	----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many teachers? Please describe how they will address a COVID-19 need.

Line Item ID: 502-3-0029

**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**

Soc Sec - Teacher Salaries

**Account Number**

06-1000-220-0

**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 deduction is for 2 staff for After School Tutoring in FY 2023 and FY2024,. After School Tutoring is an evidence based practice that will be used to address learning loss to the most impacted subgroups related 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>	\$186
<b>Budgeted Expenditures in SFY 2024</b>	\$186
<b>Total Expenditures</b>	<u>\$372</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many teachers? Please describe how they will address a COVID-19 need.

Line Item ID: 502-3-0030

**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**

Unemployment-Teacher Salaries

**Account Number**

06-1000-250-0

**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**

Unemployment deduction from 2 Teacher Salaries for the After School Program in FY 2023 and FY2024,. After School Tutoring is an evidence based practice that will be used to address learning loss to the most impacted subgroups related 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
<b>Budgeted Expenditures in SFY 2024</b>	\$15
<b>Total Expenditures</b>	<u>\$30</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many teachers? Please describe how they will address a COVID-19 need.

# ESSER III APPLICATION FOR D0503

**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>
Parsons	2900 Southern, Parsons, KS 67357	Box 1056, Parsons, KS 673571056
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Lori Ray	lray@vikingnet.net	(620) 421-5950

## 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>
Lori Ray	Superintendent	lray@vikingnet.net	(620) 421-5950
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Tonya Phillips		tphillips@vikingnet.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Jeff Pegues		jpegues@vikingnet.net	

## 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/1504851/USD503\\_ESSERIII-DistrictPlanForSafeReturn.2.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1504851/USD503_ESSERIII-DistrictPlanForSafeReturn.2.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?**

Parsons District Schools plans to allocate ESSER III Relief funds to support students and staff in all areas including Health/Environment. We are working closely with the Kansas Department of Health and Environment, our county health department, KSDE, our local education service center, and neighboring school districts to remain up to date on guidance related to safely operating 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

In developing our ESSER plan, we hosted focus groups with student councils at both the middle school and high school level. We then conducted a survey with all our middle school and high school students to gain their input. Their input helped determine the highest levels of need for pandemic related instruction and other support so that we could plan accordingly. The following supports/topics received the most interest from our students:  
Summer enrichment activities, additional staff for academic and social emotional needs and upgrades to facilities to encourage participation and promote physical health and well being.  
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 plan. We have conducted in person parent/community meetings and surveys. We had forty families complete their survey. This does not include current staff that are also parents, as their feedback was included in the staff survey. Through the surveys and conversations, the following suggestions garnered the most interest from our our parents:  
Summer school, after school and enrichment opportunities for students, additional supports for students with behaviors and social emotional issues due to the pandemic and additional academic supports. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions from parents.

## **School and District Administrators including Special Education Administration**

Our district administrative team meets weekly and collaborated regularly on the development of the ESSER III plan based on the needs of our student and staff populations both at the building and district level. Our district also receives special education services through Tri-County Interlocal 607 and has met with them monthly. These meetings have included a review of the survey and focus group data from the various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.  
Addressing learning loss with a robust evidenced based summer school and after school program including enrichment opportunities needs to be offered. We also need to focus on additional supports for students with behaviors and social emotional issues due to the pandemic. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We have worked closely in collaboration with multiple stakeholder groups including: teachers, principals, school leaders, other educators, staff, and our local PNEA organization.  
District leadership hosted a conversation in each school during a Wednesday morning Professional Learning Communities time to discuss the ESSER III funding and listen to input. All groups were then sent a follow up survey to have the opportunity to provide feedback and additional suggestions for the district ESSER III plan.

## **Tribes**

Our student management and information system indicates that we do not have students currently enrolled that are connected to tribes. Through our surveys we also had no one indicate that their family was native american or connected to a tribe. District leadership spoke with Chris Howell, Executive Director Native American Affairs for the Kansas Governor's office and he confirmed that he was not aware of any Native American/American Indian Tribes that reside in Labette County. While we did not hear back from anyone, we believe our plans of support will benefit all populations of our students.

## **Civil Rights Organization including Disability Rights Organizations**

The district hosted an ESSER III informational meeting for civil rights organizations including disability rights organizations to share information about ESSER III and get input from the organizations regarding how to best meet the need of students as it relates to their civil rights . Specific invitations were sent (via email and phone call) to Mr. Bob Booker the Director of CLASS LTD and Ms. Shari Coatney the CEO of SKIL both organizations in Parsons. The meeting was then followed up with a survey asking for these specific groups to provide input regarding the ESER III plan and priorities. While we did not hear back from anyone, we believe once implemented, our plan of supports will benefit all populations 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**

The district offered an ESSER III informational meeting on April 20, 2022 to share information about ESSER III and receive input. This was open to all stakeholder groups. Special invitations were sent to our Youth Crisis Shelter, Successful Dreams, DCF contacts and contacts from the foster agencies KVC and TFI. The information night was followed up with an online survey asking for stakeholder groups to provide input regarding the ESSER III plan and priorities. While we did not hear back from anyone, we believe our plan of supports will benefit all populations of our students.

### **Provide the public the opportunity to provide input and take such input into account**

The district offered a community ESSER III information meeting on April 20, 2022 to share the information about ESSER III. This was open to all the public. While only a handful attended the information night was followed up with an online survey giving the public the opportunity to provide input and offer feedback.

### **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 continues to have a direct and significant impact on the 1300 Prek-12 students in USD 503. School building closures during the spring 2020 and the significant numbers of quarantined students and remote learners during the 20-21 resulted in both academic & emotional learning loss for students. In the 21-22 school year remote services were discontinued with a small percentage of students participating in a virtual program. During the 21-21 school year 10-14 day quarantine protocols continued to compound the learning loss in both academics and social emotional areas for our students and staff. (Some students were quarantined multiple times resulting in an even larger impact.)

The school closures and quarantines clearly illustrated the disparity of resources our families had within their own homes to manage during a pandemic. Over 70% of our students are eligible for a free or reduced meal district wide and necessities became the focus for many families during this time.

Our current students' Fastbridge, MAP and DIBELS assessment data continues to show a gap between expected levels of performance and achievement for our students. Our intervention groups are larger based on need. Continuing to implement our after-school programs, summer school programs and high quality tier 2 and tier 3 interventions, at all levels Prek-12, will improve our achievement data and student outcomes. However, we recognize that the gap continues to exist and without these intentional and additional resources the gap will continue to grow.

**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)**

1. Parsons will provide after school and summer learning programs to include strong intervention programs, enrichment programs and credit recovery opportunities.

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:

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/default-source/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-can-boostchildrens-learning.aspx>

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-special-reportkeeping-studentson-a-path> Oliver, K., Osborne, J., P

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American

Council for Online Learning. Retrieved from [http://www.inacol.org/research/promisingpractices/NACOL\\_CreditRecovery\\_PromisingPractices.pdf](http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf)

2. Parsons will continue to provide academic progress monitoring using Fastbridge, MAP, DIBELS. The district will use Panorama as a data warehousing platform to easily track student achievement and growth in order to make necessary changes in instruction and planning.

Veronica S. Smith, "Data Dashboard as Evaluation and Research Communications Tool," in Tarek Azzam and Stephanie Evergreen, eds. *Data Visualization, Part 2. New Directions for Evaluation* 140 (Winter, 2013), 21-45.

<http://onlinelibrary.wiley.com/doi/10.1002/ev.20072/abstract>

Hunter, Gerald P., Stephanie Williamson, Asa Wilks, Janet M. Hanley, and Brian M. Stecher, *Using Data to Support the Intensive Partnerships for Effective Teaching Initiative: Data Collection, Metric and Dashboard Creation, and Lessons Learned*. Santa Monica, CA: RAND Corporation, 2020. [https://www.rand.org/pubs/research\\_reports/RR2917.html](https://www.rand.org/pubs/research_reports/RR2917.html).

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021)

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

3. Parsons will use SEL Tier 1 Curriculum (Second Step and Core Project) in addition to social emotional screeners through FastBridge and Panorama. Screener data will help identify and monitor students that need additional social and emotional supports.

Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*. Retrieved from <https://eric.ed.gov/?id=EJ1144819>

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, March). *Children Classified as Having an Emotional Disturbance intervention report: Second Step*. Retrieved from <http://whatworks.ed.gov>.

Frey, K., & Sylvester, L. (1997). *Research on the Second Step program: Do student behaviors and attitudes improve? What do teachers think about the program?* Seattle, WA: Committee for Children.

Frey, K. S., Hirschstein, M. K., & Guzzo, B. (2000). Second Step: Preventing aggression by promoting social competence. *Journal of Emotional and Behavioral Disorders*, 8(2), 102-112.

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021)

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

4. Parsons will provide research based professional learning opportunities and supports for staff, including: Trauma Informed, Resilience, and LETRs Training

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective_Teacher_Professional_Development_REPORT.pdf).

Darling-Hammond, L. & Richardson, N. (2009). *Research Review/Teacher Learning: What Matters? How Teachers Learn*, 66(5), 46-53. <http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Teacher-Learning@-What-Matters%C2%A2.aspx>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf).

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

5. Funds will be used to hire an additional interventionist, classroom size reduction teacher, social worker and academic coach to provide smaller class sizes and tiered systems of academic and social emotional supports in the classroom and after school. These staff members will help support teachers and administrators in addressing the learning loss and work with families to provide support for students social emotional needs across the district.

Meta-Analysis of Research on Class Size and Achievement Author(s): Gene V. Glass and Mary Lee Smith Source: *Educational Evaluation and Policy Analysis*, Vol. 1, No. 1 (Jan. - Feb., 1979), pp. 2- 16 Published by: American Educational Research Association

Promoting Academic Success through Social and Emotional Learning (SEL), Pierce, Petokubi, Nishoioka, and Farrell <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/wa-sel-training5-slides.pdf>

6. Family engagement funds will be provided to each school to build community, provide support and outreach to our families, as well as Parent Education Camps to give SEL / Trauma Training and skills to parents. Developing strong family and



school connections and supports will have a positive impact on student success and performance and reduce the rate of absenteeism and drop out. These funds will help provide communication tools necessary for every student and family to have equal access to services provided and offered by the school system.

Parental Involvement as a Important Factor for Successful Education <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>

A Meta-Analysis of Dropout Prevention Outcomes and Strategies <http://www.dropoutprevention.org/meta-analysis-dropout-prevention-outcome-strategies/> C., H. J. A. (2009).

### **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 requested that meet the acceptable uses consistent with section 2001(e)(2) of the ARP Act and are supported by stakeholder input. These funds will support the improvement of indoor air quality, implement public health protocols required for the operation of school facilities, in addition to providing: touchless systems to prevent the spread of the virus, effective communication and amplification tools, additional mental health service and supports to families, students and support additional teacher duties and retention of staff.

### **How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, our local special education interlocal, staff, administration, students, parents and community. The focus of our planning and collaborating with such a diverse group, was to ensure we developed plans that address the general needs of our community, but 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.

We have utilized data to make informed decisions that will meet the needs of our community with a focus on all of our students including any diverse demographic groups that may have been impacted disproportionately.

As we move forward we will continue to collaborate with all of our stakeholders and we will utilize our data to determine the evolving needs of our district. This ongoing communication and data analysis will ensure that we are monitoring the implementation of the interventions that we will put in place as a result of our ESSER funds.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$4,663,635	\$0	\$4,663,635	ESSER III Allocations	\$932,727
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$4,663,635	\$0	\$4,663,635	Amount Still Needed	\$932,727
In Review Total	\$3,576,521	\$0	\$3,576,521	In Review Total	\$461,000
Amount Left	\$1,087,114	\$0	\$1,087,114	Amount Still Needed	\$471,727

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
503-3-0001	Direct	False	2600	730	14	\$1,881,490	Task Force Review
503-3-0002	Direct	False	2600	730	14	\$170,808	Task Force Review
503-3-0003	Direct	False	2600	730	15	\$359,195	Task Force Review
503-3-0006	Direct	False	1000	110	16	\$105,000	Task Force Review
503-3-0007	Direct	False	1000	110	1A	\$105,000	Task Force Review
503-3-0009	Direct	True	1000	110	11A	\$95,000	Task Force Review
503-3-0010	Direct	True	1000	120	11A	\$55,000	Task Force Review
503-3-0011	Direct	True	2710	120	11A	\$25,000	Task Force Review
503-3-0012	Direct	True	1000	600	11A	\$25,000	Task Force Review
503-3-0013	Direct	True	1000	110	11B	\$155,000	Task Force Review
503-3-0014	Direct	True	1000	120	11B	\$35,000	Task Force Review
503-3-0015	Direct	True	1000	735	12	\$31,000	Task Force Review
503-3-0016	Direct	True	1000	735	11B	\$40,000	Task Force Review
503-3-0017	Direct	False	1000	110	16	\$150,000	Task Force Review
503-3-0018	Direct	False	1000	120	16	\$150,000	Task Force Review
503-3-0019	Direct	False	2500	120	16	\$105,341	Task Force Review
503-3-0020	Direct	False	2600	730	14	\$88,687	Task Force Review

## Line Item Details

Line Item ID: 503-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III DW EQUIPMENT

**Account Number**

39760

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**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**

Covid-19 has caused us to focus on indoor air quality and fresh air circulation/ventilation/air filtration in our school facilities to prevent the spread of the virus and any other air-borne disease. The Middle School provides classroom space for over 300 students and approximately 50 staff members, so it is critical that the facilities promote health, well-being, and protection from Covid and any other air-borne disease. The installation of new HVAC equipment will provide improved health benefits for our students and staff.

The HVAC and boiler system is over 20 years old. These systems have struggled to keep up with the circulation, ventilation, filtration system requirements needed to protect the health and wellness of students and staff. The temperature differentials in classrooms are antiquated and have been unmanageable even when the controls are similarly set. Greenbush has come twice in the past four years to conduct air quality testing due to the amount of humidity that is present in some classrooms and the possibility of mold. The inconsistency in air quality and functioning of the current HVAC/boiler equipment clearly indicated a need for updated replacement equipment to be installed.

The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to the installation of a new HVAC system in the Middle School. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The systems and mechanical contractors that were selected were the lowest bidder and we believe will deliver the best service and units for the cost.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,881,490
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,881,490</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III DW EQUIPMENT

**Account Number**

39760

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**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**

Covid-19 has caused us to focus on indoor air quality and fresh air circulation/ventilation in our school facilities to prevent the spread of the virus and any other air-borne disease. The Hughes Building at the Middle School is a separate building from the main school and provides the classroom space for weightlifting, workout space, and locker rooms for our practice field. It is used by our physical education students daily and athletic teams year around. The building has limited windows (none that can be opened due to design and height) and currently no HVAC system. There is a large fan that is used to blow air inside the building but it in no way can be regulated to make sure that the indoor air quality is good or that enough fresh air is being circulated in the building. Adding an HVAC system to this building will dramatically increase the amount of time students can safely spend in the building during extreme temperature months especially and ensure that there is adequate air flow and improved air quality to benefit student health.

The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to improving air quality and the installation of a new HVAC system. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The Trane system and mechanical contractor that were selected were the lowest bidder and we believe will deliver the best service and unit for the cost.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$170,808
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$170,808

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III DW EQUIPMENT

**Account Number**

39760

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**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**

Covid-19 has illustrated the significant need for clear and safe communication. In our district from August 2020-April 2022 everyone wore masks. It is written in policy that anytime district wide positivity rates reach 1.5% we will go back to a mask mandate. Our students reported that it was a real struggle to hear the teacher clearly while he/she was instructing with a mask. This inability to clearly hear instruction or directions compounded the learning struggles for students and stress on teachers.

We purchased a microphone sound amplification system but our current intercom systems are antiquated, not reliable and the speakers do not provide any sound amplification for classrooms. The new system would allow all teachers and staff to wear a microphone and have their voices amplified through the speakers in the intercom system in the classroom addressing a critical need for everyone to clearly hear the instruction and improve the teaching and learning. Sound amplification is critical during mask mandates.

The new intercom systems will allow for safe delivery of amplified instruction in a face-to-face setting, contactless communication when needed and provide the necessary precautions to communicate clearly and safely during a pandemic. New systems would also allow for staff to contact one another via intercoms vs face to face interaction thus reducing the potential spread of the virus in addition to providing critical sound amplification for staff and students,

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$359,195**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$359,195**Status**

Task Force Review

**Line Item Comment from KSDE**

This is not allowable use of ESSER funds.

**Allocation Type**

Direct Allocation

**Is this Item 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 STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Covid-19 pandemic and subsequent school closures and quarantines have clearly illustrated the disparity of resources available among our students and families and the need for additional supports. With over 70% of our students eligible for a free or reduced-price meal and a high rate of foster children in our district, poverty and trauma were exacerbated by the pandemic. It quickly became clear that to meet student and family social, emotional and mental health needs it was necessary to hire a social worker. This staff is trained and experienced in social work, therefore better able to address student and family challenges faced due to the pandemic. Our families need the additional support of a social worker to help address issues with basic needs and parenting so that our children can come to school ready to learn. Our students have struggled with self-regulation and a licensed social worker can provide the classroom, individual and small group support necessary to help a child be successful in school. This staff member will participate regularly in student improvement team meetings and student of concern meetings to help wrap around the services for both families and students that are available and necessary.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$105,000</u>

**Status**

Task Force Review

Line Item ID: 503-3-0007

**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 CERTIFIED STAFF

**Account Number**

39600

**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**

Covid-19 has had a significant impact on a myriad of things specific to our secondary students including attendance, course completion for credit and the number of students graduating college and career ready. To address these pandemic related needs the district will hire an academic advisor/teacher. This advisor/teacher will have dual roles in both teaching classes to high school students helping them prepare to graduate college and career ready and working directly with staff and families to help support students reach academic and graduation goals. The advisor/teacher will monitor student data and ensure that attendance and course completion is on track for graduation. Data will be examined for the entire student population, as well as looked at by sub-groups to ensure that equity is being addressed as evidenced by student need. The advisor/teacher will participate regularly in Student Improvement Team (SIT) meetings and ensure that the students Individual Plans of Study (IPS) are up to date and reflective of the student's current situation and goals. This individual will coordinate weekly IPS meetings and materials in addition to gathering evidence of current levels of student learning. The advisor/teacher will be a part of the leadership team developing strategies and ideas to build on student strengths and address weaknesses in that learning, helping teachers implement those strategies and ideas.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$105,000</u>

**Status**

Task Force Review

Line Item ID: 503-3-0009

**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 CERTIFIED STAFF

**Account Number**

39600

**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**

Covid- 19 has caused significant learning loss for our students K-12. To combat those losses, our summer school programs have planned for robust, direct, explicit instruction and support based on student achievement and social emotional data. We had approximately 150 students in grades K-5, 30 students grade 6-8 and 30 students grade 9-12. To keep the student/teacher ratio low and provide explicit instruction our certified teacher numbers for K-5 were a 1:7 and for our secondary students 1:6 not including the enrichment workshop teachers. Based on this summer 210 students and 30 certified staff, the expectation is that those numbers will continue to increase in the summer of 2023 and 2024. After a year of successful summer school and enrichment opportunities, parents will feel more comfortable sending their child to summer school and additional learning gaps will be identified as the school year begins and progresses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$45,000**Budgeted Expenditures in SFY 2024** \$50,000**Total Expenditures** \$95,000**Status**

Task Force Review

Line Item ID: 503-3-0010



**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 INSTRUCTIONAL

**Account Number**

39720

**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**

Covid- 19 has caused significant learning loss for our students K-12. In an effort to combat those losses, our summer school programs have planned for robust and direct instruction and support based on student achievement and social emotional data. Support staff have been critical in the success of the programs providing meals, small group instruction and one on one support. Twenty classified staff have been employed district wide for summer school/credit recovery instruction and support in the summer of 2022. We expect those numbers to increase based on increased projected enrollment for the summers of 2023- and 2024.

<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>	\$30,000
<b>Total Expenditures</b>	<u>\$55,000</u>

**Status**

Task Force Review

Line Item ID: 503-3-0011

**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 TRANSPORTATION

**Account Number**

39622

**Function Code**

2710 - Vehicle Operation

**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**

Covid-19 negatively impacted student learning causing learning gaps, learning loss, missed instruction and slow achievement growth. In order to address these losses it is necessary for the district to provide summer learning and enrichment programs. The district has over 70% of students that qualify for a free or reduced meal. This poverty impacts a family's ability to provide regular and reliable transportation. In order for our students to be able to attend and participate in summer school they have to have transportation. These funds will provide school bus transportation for students to and from summer school/credit recovery and enrichment opportunities for grades 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>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$25,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Line Item ID: 503-3-0012

**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 SUPPLIES

**Account Number**

39750

**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**

Due to Covid-19 and poverty levels in the district, our students have not had the opportunities for educational experiences in group settings outside of the classrooms. The field trips for students in grades K-5, are directly related to, and an extension of the curriculum and instruction taught throughout the summer school program. These trips build background knowledge and allow students the opportunity for properly supervised educational experiences to rebuild and practice socially appropriate behaviors with a group in the community at large. Trips to the public library, children's museum, recreation center, zoo and nature areas will be included.

Covid-19 has caused our students in grades 6-12 to be isolated from one another with social distancing and multiple quarantines. Technology and screen time became the focus versus the time spent in conversations and with face-to-face interactions. This has had a direct impact on students social and emotional health and attendance. To help support social and emotional health in addition to credit recovery and traditional summer school, enrichment opportunities for students included summer workshops- where students can sign up to work with a group of other students led by a teacher to work on a specific project or activity. These workshops provided the social settings and opportunities that our secondary students need to rebuild relationships with each other and with staff. It also reinforced for students a reason to stay in school. These workshops included BBQ classes, book clubs, community service projects, gardening, and others.

Instructional supplies for summer school and credit recovery will include, reading and math consumable books, paper, pencils, crayons, construction paper, project supplies, books, games, gardening supplies, and some additional software expenses including Edgenuity and Study Island for summer courses.

<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>	\$15,000
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

**Allocation Type**

Direct Allocation

**Is 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 STAFF

**Account Number**

39600

**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**

Covid-19 has caused significant learning loss for our students due to multiple quarantines, sickness and missed instruction. Due to Covid-19 the district also couldn't hold after school programs from March 2020-December 2021 then on a very small and limited basis during the spring of 2022. This additional support is necessary to help support students in making academic progress and remediate learning loss caused by the pandemic and poor school attendance. After school programs will be held at each building K-12 with approximately 10-12 certified staff total district wide, depending upon student data and need. These teachers will reteach and focus instruction on missing skills, help with current coursework and support credit recovery.

Due to prior limited participation due to COVID-19 restrictions, budgeting for the after-school program in 2023 and 2024 is more future based than past based. For 2023, the budget estimate was calculated as follows:

12 staff per day \* 2 hours per day = 24 hours total per after school program day

24 total daily hours \* \$20/hour = \$480.00/day

\$480.00 per day \* 4 days per week = \$1920.00 per week

\$1920.00 \* 38 weeks (estimated school weeks less Christmas break) = \$72,960

Rounded up to \$75,000 to allow for additional hours, snow day make-up, etc.

Budgeting for 2024 entailed taking the 2023 budget and increasing 6%, due to both potential wage increases, and potential staff increases, if necessary.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$75,000

**Budgeted Expenditures in SFY 2024** \$80,000

**Total Expenditures** \$155,000

**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**

ESSER III TRANSPORTATION

**Account Number**

39622

**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**

Covid-19 negatively impacted student learning causing learning gaps, learning loss, missed instruction and slow achievement growth. In order to address these losses it is necessary for the district to provide after-school programs for explicit and direct instruction to help student attain those skills.

The district has over 70% of students that qualify for a free or reduced meal. This poverty impacts a family's ability to provide regular and reliable transportation. In order for our students to be able to attend and participate in after-school programs, they have to have transportation. These funds will provide daily school bus transportation for students K-12 at the conclusion of after school programs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17,000**Budgeted Expenditures in SFY 2024** \$18,000**Total Expenditures** \$35,000**Status**

Task Force Review

Line Item ID: 503-3-0015

**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 TECH SUPPLIES

**Account Number**

39652

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related 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**

Covid 19 has impacted student learning with prolonged absences due to sickness and quarantines resulting in learning loss. The purchase of Fastbridge will allow us to screen students for specific reading deficits and plan explicit instruction based on that data and individual student needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,000**Budgeted Expenditures in SFY 2024** \$17,000**Total Expenditures** \$31,000**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**

ESSER III TECH SUPPLIES

**Account Number**

39650

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**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**

Covid 19 has impacted student learning and social emotional health with prolonged absences due to sickness and quarantines. Panorama will be used to track academic and social emotional data for individual students, cohorts and classrooms. In addition, Panorama provides social emotional screeners for teachers and students. These completed screeners will allow the district to better meet the social emotional needs of students and staff by identifying specific areas that indicate a need for support. Panorama will sync regularly with our student information system and our assessments (FastBridge, Dibels, MAP) allowing us to have all the academic assessment data and social emotional data for each student in one place for easy retrieval and access. Using this system will ensure that our student improvement teams have a more accurate picture of the whole student and their individual needs based on both the social emotional and academic data.

<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**

**Allocation Type**

Direct Allocation

**Is this Item 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 STAFF

**Account Number**

39600

**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 is for certified staff salaries whose duties cannot be performed due to absences related directly to Covid-19, including a self-positive, or other immediate family member or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total certified staff compensation in school year 2020-2021 (the most complete year prior to the time period of available information), compared to the average district wide Covid-19 positivity rates from November 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, year to date gross compensation for certified staff was just under \$7,000,000, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

$$\$75,000 / \$6,919,327.47 = 1.08\% \quad \text{District wide Covid-19 positivity rate on 11/19/2021} = 2.47\%$$

Comparing the 1% certified compensation rate to the 2.47% positivity rate, we first considered that the 2.47% positivity rate included both students and staff and made a reduction of 1%, which left 1.47% remaining to reconcile. Next, we reduced .47% due to the hiring of additional full-time substitutes to help combat certified staff absences. This brought us to the final reconciliation of 1% of certified staff salaries for each year 2023 and 2024, totaling \$150,000 of our ESSER III allocation.

<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>	\$75,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CLASSIFIED INSTRUCTIONAL

**Account Number**

39720

**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**

This is for continuation of classified staff salaries whose duties cannot be performed during absences related directly to Covid-19, including a self-positive, other immediate family member, or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total classified staff compensation in school year 2020-2021 (the most recent complete school year information), compared to the average district wide Covid-19 positivity rates from November, 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, total gross compensation for classified staff was \$2,321,945.91, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

$\$75,000 / \$2,321,945.91 = 3.23\%$       District wide Covid-19 positivity rate on 11/29/2021 = 2.47%

Even though the district wide Covid-19 positivity rate of 2.47% includes both students and staff, we did not adjust downward for classified staff. We considered that classified staff positions are generally not covered by either full-time substitutes or on-call substitutes. This lack of coverage often requires other classified staff to work overtime hours to maintain necessary operations during Covid-19 related absences. These considerations allowed us to be satisfied with our projection of a 3.23% increase in staff costs as it compares to the district wide Covid-19 positivity rate of 2.47% on 11/29/2021.

<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>	\$75,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Task Force Review

Line Item ID: 503-3-0019



**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 OTHER SUPPORT STAFF

**Account Number**

39610

**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**

Non-instructional staff salaries related to duties which either cannot be performed due to an absence directly related to Covid-19, including a self-positive, immediate family or other dependent positive. These funds could also apply to additional staff duties related to Covid-19, including business office processing, recordkeeping and reporting. It could also apply to technology, maintenance and other related duties for maintaining federal compliance in a quickly changing environment as it relates to Covid-19. This is a small amount of dollars relative to our yearly overall salary cost, but there have been times when additional staff were needed on short-notice. For example, during a period of particularly high participation at our drive-through nasal swab Covid-19 testing site, we needed additional staff to help direct traffic through queues, call students and staff with results and maintain documentation and records.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$52,200
<b>Budgeted Expenditures in SFY 2024</b>	\$53,141
<b>Total Expenditures</b>	\$105,341

**Status**

Task Force Review

**Line Item Comment from KSDE**


Line Item ID: 503-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III DW EQUIPMENT

**Account Number**

39760

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**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**

Environmental sensors will be installed in the high school and middle school monitoring temperature, humidity, TVOC (total measure of Volatile Organic Compounds), particulate matter 2.5 (refers to tiny particles inhale particles or droplets in the air that can have negative health effects), vape, air quality, noise level and motion. Monitoring all of this data will allow for early detection and timely resolution of issues for the health and safety of our students.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$88,687**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$88,687**Status**

Task Force Review

**Line Item Comment from KSDE**

This is not allowable use of ESSER funds.

# ESSER III APPLICATION FOR D0512

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>
Shawnee Mission Pub Sch	8200 W. 71st Street, Shawnee Mission, KS 662041798	8200 W. 71 Street, Shawnee Mission, KS 662041798
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Michelle Hubbard	michellehubbard@smsd.org	(913) 993-6200

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Michelle Hubbard	Superintendent	michellehubbard@smsd.org	(913) 993-6200
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Russell Knapp	russellknapp@smsd.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Allison Staroski	allisonstaroski@smsd.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://resources.finalseite.net/images/v1624468968/smsdorg/btztcikobsuya8s1acrj/DistrictPlanforSafeReturntoIn-PersonInstructionandContinuityofServices.pdf>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We intend to use these funds primarily to support learning recovery due to the pandemic. We do not intend to utilize these funds to implement prevention and mitigation strategies; we relied heavily on ESSER I and II funds for those purposes.

## 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 November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including students.

198 students responded to the ThoughtExchange survey. The following supports received the most interest from our students:

- Additional Mental Health Care Providers
- Address rising costs in items necessary to maintain school operations
- Adequately fund performing arts across the district

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Families**

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including families.

1,213 families responded to the ThoughtExchange survey. The following supports received the most interest from our families:

- Better benefits for SMSD employees
- Better teacher student ratio
- Elementary math intervention resources

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **School and District Administrators including Special Education Administration**

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including administrators.

598 district employees responded to the ThoughtExchange survey. The following supports received the most interest from our district employees:

- Hire more teachers/aides/paras
- Teachers should receive another retention bonus if they return for each of the next two years
- Teacher salaries

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

The ThoughtExchange did not segregate district administration's responses from teachers & other school staff. The ThoughtExchange survey simply asked for district employee as an identifier.

The administrators then collaborated as part of the CARES teams to provide direction on how these funds would be utilized considering the recommendations from all subgroups that participated in the ThoughtExchange.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including teachers and principals.

598 district employees responded to the ThoughtExchange survey. The following supports received the most interest from our district employees:

- Hire more teachers/aides/paras
- Teachers should receive another retention bonus if they return for each of the next two years
- Teacher salaries

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

### **Tribes**

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including representatives from native American tribes.

28 tribal members responded to the ThoughtExchange survey. The following supports received the most interest from our tribal members:

- Better benefits for SMSD employees
- Better teacher student ratio
- Elementary Math Intervention Resources

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

We did not specifically reach out to any tribal organization in response to the survey as when we received the results we had tribal representation. However, we have a long standing relationship with the Shawnee Tribe and Chief Ben Barnes. We engage with Chief Barnes regularly over the past two years throughout our mascot change process for SM North and other elementary schools.

### **Civil Rights Organization including Disability Rights Organizations**

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including representatives from Civil Rights Organizations.

57 civil rights organizations responded to the ThoughtExchange survey. The following supports received the most interest from our civil rights organizations:

- Increase pay to teachers or adding teachers to staff
- Teachers should be compensated with bonuses for the additional labor spent on learning loss and mental health effects of the pandemic
- Increase teacher pay

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

In the spring, the Johnson County superintendents met with Henry Lyon with the Johnson County NAACP for a discussion about how to continue to move our schools forward for all students, especially after the pandemic. At that time, we shared with Mr. Lyon that we would be putting the survey (ThoughtExchange) out and asked that he participate in the survey and to share with others.

### **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 November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including 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.

1,346 individuals self-identified as a stakeholder responded to the ThoughtExchange survey. The following supports received the most interest from our individuals from the stakeholders:

For English Language Learners (285 stakeholders) --

- Hire more teachers/aides/paras
- Teachers should receive another retention bonus

For Students Experiencing Homelessness (232 stakeholders) --

- Address mental health
- Hire more teachers/aides/paras

For Students in Foster Care (201 stakeholders) --

- Students and teachers need more resource support
- Hire more teachers/aides/paras

For Migratory Students (117 stakeholders) --

- School counselors/social workers at every SMSD school to combat student pandemic trauma
- Get some support to the teachers who continue to experience more expectations with less support

For Incarcerated Students (25 stakeholders) --

- Mental health work
- Bring back reading specialist to elementary

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

**Provide the public the opportunity to provide input and take such input into account**

In November, 2021, the district conducted a ThoughtExchange to gather input from students, staff, parents and community members, regarding the expenditure of ESSER funds. ThoughtExchange is a platform that provides a platform for respectful and thoughtful discussions on complex and divisive topics. It is accessible in a variety of means, including through computers and mobile devices, which allows the district to connect to a diverse array of audiences.

An invitation to join the ThoughtExchange was emailed to every family, to all staff and students, and was shared with the broader community through social media and the district website. The district collected demographic information on participants, in order to ensure participation by desired subgroups, including the public.

41 individuals from the public responded to the ThoughtExchange survey. The following supports received the most interest from our individuals from the public:

- Increase teacher pay
- Bonus for teachers
- Reduce classroom sizes

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

The public could also participate through other platforms, such as:

- Public comment at school board meetings
- Emails to district leadership, principals and the board of education
- Site council meetings
- PTA meetings
- DEI Advisory group
- Staff Advisory group
- Student Advisory group
- Superintendent discussed the ESSER plan at the following meetings:
- NEJC Chamber of Commerce
- Shawnee Chamber of Commerce
- OP Chamber of Commerce

## **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.**

On April 12, 2021 the SMSD Board of Education received a report detailing the impact of COVID 19 on SMSD's 26,000 students. The report identifies specific areas where disparate COVID-19 data exist for specific groups. For purposes of this application, disparate impact is defined as a substantial negative difference in data from a "normal" base-line year compared to data observed during the pandemic. Disparate data are evident with the following student groups (white, black, hispanic, ELL, SPED, free/reduced lunch) and specific areas (mathematics, english language arts, course failure rates, chronic absenteeism).

Anecdotal information observed by staff regarding the emotional impact of the pandemic on students and their families indicate a clear need for social-emotional supports. Baseline data on social-emotional wellness is not available. These data were in the process of being collected during the 2019-20 school year. Spring 2020 data collection was disrupted by the pandemic. The same was true for student data associated with the district's diversity, equity and inclusion (DEI) initiative which is designed to support student development of personalized learning plans that prepare them to be college/career ready and graduate with the interpersonal skills they need for life success. Regardless, measures for these areas are in place and progress will be publicly reported as part of SMSD's on-going program evaluation process.

As is evident from our plan, the majority of our funds are currently being used to support efforts to help students recover from learning loss.



**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)**

SMSD intends to focus resources in alignment with our district's strategic plan to support student learning, especially for those most negatively affected by the pandemic. As noted above, these groups include at risk students, English language learners, special education students, and students of color. With this in mind, the district will focus on the following research-based priorities while creating a diverse, equitable, and inclusive environment for all students and staff:

Professional Learning Communities (PLCs): SMSD has invested heavily in PLCs, contracting with Solution Tree to provide a full national PLC Institute specifically for the SMSD staff, to be hosted in June 2022. Extensive research supports the use of PLCs and documents its effectiveness in supporting students' learning growth. ESSER III will support their implementation and the professional learning that necessarily goes with it.

Response to Intervention (RTI): Like PLCs, RTI has a robust evidentiary record, including a 1.29 effect size in Hattie's research. We intend to continue to purchase research-based intervention materials to strengthen our RTI program in the district.

Social Emotional Learning: Evidence clearly indicates that students and teachers have been negatively affected by the pandemic academically, but it has also impacted their mental well-being. The district has begun to develop curriculum to support social emotional learning needs, aligned with the state's social emotional and character development standards.

Structured literacy support for all students: SMSD is in the process of training all primary level teachers as well as secondary ELA teachers in the research and practice behind structured literacy instruction. This includes LETRS training supported by TASN, but also additional materials to support teaching phonics and phonemic awareness.

Specifically-targeted intervention materials: These research-based programs include, but are not limited to, IXL Math and Reading, Dreambox, Edulastic, and DeltaMath. We will also purchase materials that support social emotional learning such as Trauma Smart

Summer programs: SMSD intends to continue to implement summer programs including Camp Invention to specifically target students who have learning needs that we are not able to address during the regular school year.

Class size reduction: We will maintain teaching positions we were able to add using ESSER II funding. We have added 22 elementary teaching positions to reduce class size and ensure a more personalized education experience. In addition, we have added 10 secondary math teachers

Ongoing, job-embedded professional learning: Sustaining student growth requires teachers to continue to learn and grow in the professional. Instructional coaching provides teachers with job-embedded opportunities to get feedback and learn. Jim Knight from KU has recently published an article detailing how coaching can support implementation of research-based instructional practice.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

All expenditures directly support areas and groups disparately as noted in the above question. The expenditures emphasize the importance of careful diagnosis of student learning needs. Teachers served on committees designed to develop and monitor planned expenditures provided by ESSER II. ESSER III is a continuation of the plan developed for ESSER II. The following expenditures are designed to directly support disparate impact as follows.

Planned expenditures related to academic support include a commitment to hiring more elementary teachers and ten math teachers at middle and high school. This will reduce class sizes and increase opportunities for personalized attention to student learning. Plans also include hiring additional Instructional Coaches who provide job-embedded professional learning. With this addition, ALL staff will have full-time access to an instructional coach. This includes instructional coaching and English language support with our early childhood programs. We will also expand and enhance intervention resources for reading and math support at the secondary level, particularly where students may be at-risk for course failure and/or for not graduating on time. Plans include resources for professional learning designed to accelerate engagement with RTI and PLC protocols and resources for Pre-K-12. Finally, academic-focused expenditures will be allocated to provide scholarships for district provided summer programs, ensuring equitable access to these opportunities.

Planned expenditures related to social/emotional wellness include the addition of seven social worker positions and four high school counseling positions. These plans also include support for dedicated building substitutes so that teacher teams have increased flex time to collaborate to diagnose student needs and plan for instruction and intervention. Dedicated building subs will also have had time to develop relationships with students so that high-quality instruction and support continues even in the teacher's absence.

Finally, planned expenditures for HVAC are intended to improve indoor air quality in designated buildings. Retention pay to honor the work of employees during the pandemic and retain them for the 2022-23 school year.

In January, 2023, the administration will present a plan to the Board of Education to spend the remaining \$11.8 million during the 2023-24 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.**

The district will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include mathematics, English language arts, course failure rates, and chronic absenteeism. Academic performance will primarily be measured using NWEA MAP growth data with supporting measures such as results from the Kansas Assessments and the ACT. Academic and social/emotional effects will also be reflected through monitoring of attendance data (chronic absenteeism) and graduation rates. Determination of social and emotional impacts will be evaluated through surveys, as well as anecdotal feedback from staff, students, and parents.

Furthermore, Panorama SEL Assessment results will be utilized to measure the work in areas related to Social-Emotional Learning. Finally, staff recruitment and retention rates will be measured.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$23,743,005	\$0	\$23,743,005	ESSER III Allocations	\$4,748,601
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$23,743,005	\$0	\$23,743,005	Amount Still Needed	\$4,748,601
In Review Total	\$11,075,500	\$0	\$11,075,500	In Review Total	\$4,943,500
Amount Left	\$12,667,505	\$0	\$12,667,505	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
512-3-0001	Direct	True	1000	111	12	\$639,287	Task Force Review
512-3-0002	Direct	True	1000	111	12	\$1,398,526	Task Force Review
512-3-0003	Direct	True	2200	111	12	\$409,037	Task Force Review
512-3-0004	Direct	True	2120	111	12	\$286,549	Task Force Review
512-3-0005	Direct	False	2110	111	10	\$460,528	Task Force Review
512-3-0006	Direct	False	1000	115	12	\$2,460,000	Task Force Review
512-3-0007	Direct	False	2110	151	10	\$12,304	Task Force Review
512-3-0008	Direct	True	2120	151	12	\$27,235	Task Force Review
512-3-0009	Direct	False	2110	210	10	\$63,504	Task Force Review
512-3-0010	Direct	True	2120	210	12	\$36,288	Task Force Review
512-3-0011	Direct	True	1000	210	12	\$90,720	Task Force Review
512-3-0012	Direct	True	1000	210	12	\$209,088	Task Force Review
512-3-0013	Direct	True	2200	210	12	\$58,968	Task Force Review
512-3-0014	Direct	False	2110	220	10	\$35,204	Task Force Review
512-3-0015	Direct	True	2120	220	12	\$21,645	Task Force Review
512-3-0016	Direct	True	1000	220	12	\$49,348	Task Force Review
512-3-0017	Direct	True	1000	220	12	\$106,987	Task Force Review
512-3-0018	Direct	True	2200	220	12	\$32,076	Task Force Review
512-3-0019	Direct	True	2120	260	12	\$283	Task Force Review
512-3-0020	Direct	False	2110	260	10	\$460	Task Force Review
512-3-0021	Direct	True	1000	260	12	\$645	Task Force Review
512-3-0022	Direct	True	1000	260	12	\$1,399	Task Force Review
512-3-0023	Direct	True	2200	260	12	\$419	Task Force Review
512-3-0025	Direct	True	1000	610	12	\$675,000	Task Force Review
512-3-0026	Direct	True	1000	610	12	\$150,000	Task Force Review
512-3-0027	Direct	True	1000	610	12	\$150,000	Task Force Review
512-3-0028	Direct	False	1000	730	9	\$450,000	Task Force Review
512-3-0029	Direct	False	1000	151	16	\$1,856,149	Task Force Review
512-3-0030	Direct	False	1000	220	16	\$141,995	Task Force Review
512-3-0031	Direct	False	1000	260	16	\$1,856	Task Force Review

512-3-0032	Direct	False	2130	330	2	\$500,000	Task Force Review
512-3-0033	Direct	True	1000	151	12	\$30,000	Task Force Review
512-3-0034	Direct	True	1000	153	12	\$20,000	Task Force Review
512-3-0035	Direct	True	1000	151	12	\$30,000	Task Force Review
512-3-0036	Direct	True	1000	153	12	\$20,000	Task Force Review
512-3-0037	Direct	False	1000	610	12	\$50,000	Task Force Review
512-3-0038	Direct	True	1000	610	12	\$50,000	Task Force Review
512-3-0039	Direct	True	1000	610	12	\$200,000	Task Force Review
512-3-0040	Direct	False	1000	610	12	\$100,000	Task Force Review
512-3-0041	Direct	True	1000	610	12	\$100,000	Task Force Review
512-3-0042	Direct	True	1000	151	12	\$150,000	Task Force Review

## Line Item Details

Line Item ID: 512-3-0001

**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 Salaries

**Account Number**

108-6111-1300-212-00000

**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**

10 Secondary math teachers to address learning loss

A need was identified by viewing student assessment scores at the secondary level that the District needed to make some gains in math performance. As the Human Resource team was applying a new staffing model, they also shared with principals that they could each hire an additional math teacher. The District would need to see that the building was using the additional FTE to add a section to an existing course or to add a new support section specifically for math interventions.

At the middle and high school level our additional math teachers have been used to provide intervention support for core math classes through a push-in intervention model. Typically the only classes that have a co-teacher are those that include a core math teacher and a Special Education teacher. Due to Covid, our data shows that all students had various gaps in unfinished learning, specifically in math. Therefore by hiring additional math teachers, we are able to provide a math co-teacher in core math courses to support all students through the use of individual and small group instruction, pre-teaching and re-teaching, as well as more personalization for all students.

(January 2021 Board Meeting - replace Board docs link with pdf link)

<https://docs.google.com/presentation/d/1OSiUSWAbx7mil9tS6PLzElgOsNbZiYzhMsq6QoYr-wc/edit?usp=sharing>

(also - April 2021)

<https://docs.google.com/presentation/d/1S0bCyUd5nWEnNAWeVpUSKZYDVY2XX32obWZlzfzSaE/edit?usp=sharing>

(December 2020)

[https://docs.google.com/presentation/d/1m8IRy\\_GK20Os2PA64G6y6hvUT8dc0vnw8OwjIUH-OVY/edit?usp=sharing](https://docs.google.com/presentation/d/1m8IRy_GK20Os2PA64G6y6hvUT8dc0vnw8OwjIUH-OVY/edit?usp=sharing)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$639,287
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$639,287</u>

**Status**

Task Force Review

Line Item ID: 512-3-0002

**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**

Teacher Salaries

**Account Number**

108-6111-1100-101-00000

**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**

22 Elementary teachers to reduce class sizes to address learning loss. The 22 elementary teachers allowed the district the opportunity to reduce class size across all grade levels K-6. Teachers are better able to personalize learning at an individual and small group level based on student data that identifies the learning gaps our data provided during COVID. An example would be a review of 95% reading data and then drilling down with students to provide additional direct instruction in phonemic awareness, letter identification, or fluency skills. This ensures that students in subgroups have more opportunities to engage in direct instruction and additional intervention with immediate feedback.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,398,526
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,398,526

**Status**

Task Force Review

Line Item ID: 512-3-0003

**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**

Teacher Salaries

**Account Number**

108-6111-2200-101-00000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

7 elementary instructional coaches to address learning loss. With the addition of seven instructional coaches, SMSD is able to provide an instructional coach in each of the elementary schools across the district. Coaches are critical to supporting teachers as they work with students who have had interrupted learning due to the pandemic. Coaches provide real-time, job embedded professional learning to teachers. Research suggests that coaching, paired with data analysis by a team of teachers to drive instruction, results in a significant improvement in student performance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$409,037
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$409,037</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information to justify the need for 7 elementary instructional coaches and how this expenditure addresses a COVID-19 need.

Line Item ID: 512-3-0004

**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**

Counselor Salaries

**Account Number**

108-6116-2120-212-00000

**Function Code**

2120 - Guidance 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**

4 High School Counselors to address learning loss. The cumulative impact of the COVID-19 pandemic on students' academic and social-emotional achievement has been large, and for many students pandemic-related concerns will continue post-graduation. To address this need, four additional counselors were provided, one at each high school, with a focus on providing college and career readiness, support and guidance. The additional counselors work directly with students and are responsible for designing and providing unique, student-specific opportunities, including work experience, dual-college credit, industry-recognized credentials and/or entrepreneurial experiences. In so doing, these counselors not only ensure students are college and career ready, but that they have a better understanding of the real-world challenges and opportunities waiting for them post-graduation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$286,549
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$286,549

**Status**

Task Force Review

Line Item ID: 512-3-0005



**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**

Social Worker Salaries

**Account Number**

108-6119-2110-101-00000

**Function Code**

2110 - Attendance and Social Work 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**

7 Elementary Social Workers to provide mental health support to students.

Social-Emotional Learning is more important than ever. Because of the many challenges caused by the pandemic, some students lost family members and others struggled with months of isolation during remote learning. More than a third of high school students experienced poor mental health during the pandemic, according to a CDC report published April 1.

The District recognized that during the pandemic and for the period of time when students were learning remotely they were more isolated and as a result demonstrated significantly more social and emotional needs. When students returned to in-person learning they brought these needs with them, which in turn affected behaviors as well as their ability to progress academically. The entire country has seen an uptick in the need for Behavioral Health supports for students and adults alike. The 7 additional social workers are an effort to meet and better address students' ongoing and evolving social and emotional needs. Moreover, increasing the SMSD Social Worker staff by 7 allowed each elementary school to have a full-time social worker in-building, versus having one social worker split between two or more buildings. This has allowed the district to more efficiently and effectively address the cumulative impact of the COVID-19 pandemic on 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>	\$460,528
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$460,528</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information to justify this request for 7 Elementary Social Workers. There needs to be a statement that addresses how this expenditure will address a COVID-19 need.

Line Item ID: 512-3-0006

**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**

Substitute - Certified

**Account Number**

108-6150-1000-462-00000

**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**

54 building substitutes to address learning loss. The building substitutes provide the opportunity to have consistency for student learning. Substitutes have an understanding of school goals and instructional resources and relationships with students. Building substitutes are more effective in providing instruction, continuity of learning, and meeting the social emotional needs of students. Building substitutes being scheduled every day of the school year provides time to meet with staff to prepare for instruction in their classroom and increases substitute fill rates. Due to the ongoing pandemic we have seen above normal extended absences within professional teaching staff. The building substitutes allow the each building to continue providing a strong educational experience for our students in the midst of these high volume absences. With the learning loss we have experienced, a substitute that has relationships with students and understands the procedures and curriculum provides a strong support for learning. Additionally, having building substitutes placed in our schools gives our dedicated teachers the opportunity to take the necessary leave days to take care of their own physical and emotional needs, thus returning to school and being able to fully support our students. Finally, our sub pool and sub fill rates have not returned to pre-COVID levels. Having building subs definitely helps increase our sub fill rates on a daily basis.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,460,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2,460,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss. Please provide more information to justify the request for 54 building substitutes and how this request will address a COVID-19 need.

Line Item ID: 512-3-0007

**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**

Extended Contract

**Account Number**

108-6156-2110-462-00000

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

151 - Additional compensation paid to teachers

**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**

7 Elementary Social Workers to provide mental health support to students. Social workers work more days than the negotiated contract and receive pay for additional days.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$12,304
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$12,304</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please explain what this payment is for

Line Item ID: 512-3-0008

**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**

Extended Contract

**Account Number**

108-6156-2120-462-00000

**Function Code**

2120 - Guidance Services

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

4 High School Counselors to address learning loss. Counselors work more days than the negotiated contract and receive additional pay for these days.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$27,235
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$27,235</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please explain what this payment is for

**Allocation Type**

Direct Allocation

**Is this 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**

108-6210-2110-101-00000

**Function Code**

2110 - Attendance and Social Work 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**

7 Elementary Social Workers to provide mental health support to students.

Social-Emotional Learning is more important than ever. Because of the many challenges caused by the pandemic, some students lost family members and others struggled with months of isolation during remote learning. More than a third of high school students experienced poor mental health during the pandemic, according to a CDC report published April 1.

The District recognized that during the pandemic and for the period of time when students were learning remotely they were more isolated and as a result demonstrated significantly more social and emotional needs. When students returned to in-person learning they brought these needs with them, which in turn affected behaviors as well as their ability to progress academically. The entire country has seen an uptick in the need for Behavioral Health supports for students and adults alike. The 7 additional social workers are an effort to meet and better address students' ongoing and evolving social and emotional needs. Moreover, increasing the SMSD Social Worker staff by 7 allowed each elementary school to have a full-time social worker in-building, versus having one social worker split between two or more buildings. This has allowed the district to more efficiently and effectively address the cumulative impact of the COVID-19 pandemic on 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>	\$63,504
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$63,504</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**

Health Insurance

**Account Number**

108-6210-2120-212-00000

**Function Code**

2120 - Guidance 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**

4 High School Counselors to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36,288**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$36,288**Status**

Task Force Review

Line Item ID: 512-3-0011

**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**

Health Insurance

**Account Number**

108-6210-1300-212-00000

**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**

10 Secondary math teachers to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$90,720**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$90,720**Status**

Task Force Review

Line Item ID: 512-3-0012

**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**

Health Insurance

**Account Number**

108-6210-1100-101-00000

**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**

22 Elementary teachers to reduce class sizes to address learning loss. The 22 elementary teachers allowed the district the opportunity to reduce class size across all grade levels K-6. Teachers are better able to personalize learning at an individual and small group level based on student data that identifies the learning gaps our data provided during COVID. An example would be a review of 95% reading data and then drilling down with students to provide additional direct instruction in phonemic awareness, letter identification, or fluency skills. This ensures that students in subgroups have more opportunities to engage in direct instruction and additional intervention with immediate feedback.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$209,088
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$209,088

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information to justify hiring 22 Elementary teachers to reduce class sizes and how this expenditure will address a COVID-19 need.

Line Item ID: 512-3-0013

**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**

Health Insurance

**Account Number**

108-6210-2200-101-00000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

7 elementary instructional coaches to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$58,968**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$58,968**Status**

Task Force Review

Line Item ID: 512-3-0014

**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**

Social Security Contribution

**Account Number**

108-6221-2110-101-00000

**Function Code**

2110 - Attendance and Social Work 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**

7 Elementary Social Workers to provide mental health support to students

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35,204**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$35,204**Status**

Task Force Review

Line Item ID: 512-3-0015

**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**

Social Security Contribution

**Account Number**

108-6221-2120-212-00000

**Function Code**

2120 - Guidance 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**

4 High School Counselors to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21,645**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21,645**Status**

Task Force Review

Line Item ID: 512-3-0016

**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**

Social Security Contribution

**Account Number**

108-6221-1300-212-00000

**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**

10 Secondary math teachers to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$49,348**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$49,348**Status**

Task Force Review

Line Item ID: 512-3-0017



**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**

Social Security Contribution

**Account Number**

108-6221-1100-101-00000

**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**

22 Elementary teachers to reduce class sizes to address learning loss. The 22 elementary teachers allowed the district the opportunity to reduce class size across all grade levels K-6. Teachers are better able to personalize learning at an individual and small group level based on student data that identifies the learning gaps our data provided during COVID. An example would be a review of 95% reading data and then drilling down with students to provide additional direct instruction in phonemic awareness, letter identification, or fluency skills. This ensures that students in subgroups have more opportunities to engage in direct instruction and additional intervention with immediate feedback.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$106,987
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$106,987

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information to justify the hiring of 22 Elementary teachers to reduce class sizes and how his expenditure will address a COVID-19 need.

Line Item ID: 512-3-0018

**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**

Social Security Contribution

**Account Number**

108-6221-2200-101-00000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

7 elementary instructional coaches to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$32,076**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$32,076**Status**

Task Force Review

Line Item ID: 512-3-0019

**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**

Unemployment Contribution

**Account Number**

108-6250-2120-212-00000

**Function Code**

2120 - Guidance 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**

4 High School Counselors to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$283**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$283**Status**

Task Force Review

Line Item ID: 512-3-0020

**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**

Unemployment Contribution

**Account Number**

108-6250-2110-101-00000

**Function Code**

2110 - Attendance and Social Work 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**

7 Elementary Social Workers to provide mental health support to students

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$460**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$460**Status**

Task Force Review

Line Item ID: 512-3-0021

**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**

Unemployment Contribution

**Account Number**

108-6250-1300-212-00000

**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**

10 Secondary math teachers to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$645**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$645**Status**

Task Force Review

Line Item ID: 512-3-0022

**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**

Unemployment Contribution

**Account Number**

108-6250-1100-101-00000

**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**

22 Elementary teachers to reduce class sizes to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,399**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,399**Status**

Task Force Review

Line Item ID: 512-3-0023

**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 Contribution

**Account Number**

108-6250-2200-101-00000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

7 elementary instructional coaches to address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$419**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$419**Status**

Task Force Review

Line Item ID: 512-3-0025

**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**

Supplies &amp; Materials

**Account Number**

108-6610-1100-510-00000

**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**

Elementary instructional materials to address learning loss.

We are planning ESSER-3 funds for teacher training for implementation of instructional materials. Examples of these items are:

IXL Reading and IXL Math - online individualized support and instruction in reading and math which adapts to their level

Trauma Smart - curriculum resources and professional learning support for social-emotional learning

Summer learning opportunities, including Camp Invention

Other targeted intervention resources in both reading and mathematics.

Tutoring - individualized support for student learning

We will rely on data to make these decisions, including the MAP Assessment, ACT, Panorama, and the State Assessments. See below for links to Board of Education regarding use of data presentation.

(January 2021 Board Meeting - replace Board docs link with pdf link)

<https://docs.google.com/presentation/d/1OSiUSWAbx7mil9tS6PLzElgOsNbZiYzhMsq6QoYr-wc/edit?usp=sharing>

(also - April 2021)

<https://docs.google.com/presentation/d/1S0bCyUd5nWEnNAWeVpUSKZYDVY2XX32obWZlzfzSaE/edit?usp=sharing>

(December 2020)

[https://docs.google.com/presentation/d/1m8IRy\\_GK20Os2PA64G6y6hvUT8dc0vnw8OwjIUH-OVY/edit?usp=sharing](https://docs.google.com/presentation/d/1m8IRy_GK20Os2PA64G6y6hvUT8dc0vnw8OwjIUH-OVY/edit?usp=sharing)**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$675,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$675,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a detailed description of the Elementary Instructional Materials that will be purchased in SFY 2023 at a cost of \$675,000. As you've done, make sure there is a COVID-19 need included in the narrative. Thanks for your help with this.

Line Item ID: 512-3-0026

**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**

Supplies &amp; Materials

**Account Number**

108-6610-1200-520-00000

**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**

Middle school instructional materials to address learning loss. LETRS Training Bundle - Research-based training on the science of reading.

<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>	\$150,000
---------------------------	-----------

**Status**

Task Force Review

Line Item ID: 512-3-0027

**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**

Supplies &amp; Materials

**Account Number**

108-6610-1300-520-00000

**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**

High school instructional materials to address learning loss. LETRS Training Bundle - Research-based training on the science of reading.

<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>	\$150,000
---------------------------	-----------

**Status**

Task Force Review

Line Item ID: 512-3-0028

**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**

Equipment

**Account Number**

108-6730-1000-450-00000

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**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**

CLASS Link was purchased in the 2021-22 school year to support the learning management access for students across multiple technology platforms. This provides students and educators with a single sign-on platform to help ease the navigation between tools selected to support learning activities online. This tool was an essential support for students accessing tools across learning modes in the pandemic.

The Canvas Learning Management System has proven to be a critical component for supporting access to instructional materials for students and families throughout the pandemic. ESSER III funds are planned to continue to support the need to maintain this system as a mechanism for communication and instructional delivery support as we continue to work to close learning gaps for students.

Funds will be utilized to continue to support the monthly service costs for hotspot connectivity added during the pandemic. Hotspots are available for check out to students in all schools to support continuous learning needs beyond the school day. With additional instructional resources and support provided to students via online tools and the Canvas Learning Management System, this funding continues to provide support for connectivity for those who are without access from home.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$450,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$450,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a detailed description of the various types of technology your district will be purchasing with the projected \$450,000. This would include an estimate of types of technology, number of staff utilizing the MacBooks/iPads and the number of Webex boards for remote preparedness. There needs to be a COVID-19 need addressed as well.

Line Item ID: 512-3-0029

**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**

Salary Stipend

**Account Number**

108-6154-1000-905-00000

**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**

Retention pay to retain staff. The intent of the retention payment is to honor the work of all our employees during the pandemic school year of 2021-22 and to retain them for the 2022-23 school year. Due to the pandemic, we continue to experience high turnover and vacancies with our classified and certified staff. We anticipate the payment to be in the \$600 to \$700 range per employee that completed the 2021-22 school year, continued their employment for the 2022-23 school year, and are still employed with us when the district processes the retention payment approximately the first week of September 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,856,149
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,856,149

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a detailed description of who will receive the retention pay, an estimate of what the retention pay would be and how this expenditure will address a COVID-19 need.

Line Item ID: 512-3-0030



**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**

Social Security Contribution

**Account Number**

108-6221-1000-905-00000

**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 pay to retain staff. The intent of the retention payment is to honor the work of all our employees during the pandemic school year of 2021-22 and to retain them for the 2022-23 school year. Due to the pandemic, we continue to experience high turnover and vacancies with our classified and certified staff. We anticipate the payment to be in the \$600 to \$700 range per employee that completed the 2021-22 school year, continued their employment for the 2022-23 school year, and are still employed with us when the district processes the retention payment approximately the first week of September 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$141,995
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$141,995

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a narrative that ties the Social Security Contributions to the previous line item and make sure you address a COVID-19 need.

Line Item ID: 512-3-0031

**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**

Unemployment Contribution

**Account Number**

108-6250-1000-905-00000

**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 pay to retain staff. The intent of the retention payment is to honor the work of all our employees during the pandemic school year of 2021-22 and to retain them for the 2022-23 school year. Due to the pandemic, we continue to experience high turnover and vacancies with our classified and certified staff. We anticipate the payment to be in the \$600 to \$700 range per employee that completed the 2021-22 school year, continued their employment for the 2022-23 school year, and are still employed with us when the district processes the retention payment approximately the first week of September 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,856
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,856</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please tie this line item to the previous two line items information and address a COVID-19 need in this statement.

Line Item ID: 512-3-0032

**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**

Consultant Services

**Account Number**

108-6330-2130-541-00000

**Function Code**

2130 - Health Services

**Object Code**330 - Professional Employee Training  
and Development Services**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**

Additional nurses for COVID-19 contact tracing. The district will employ approximately 5 nurses to continue to support the needs of students and staff related to substitute nursing shortage, increased illness and the mandatory reporting associated with COVID, and also support for school nurses as they return to the statutorily required screening process 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>	\$500,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$500,000</u>
---------------------------	------------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide an approximate number of nurses that will be employed and more information on the description of what their job will entail.

Line Item ID: 512-3-0033

**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**

Extra Duty

**Account Number**

108-6157-1200-520-00000

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

12 - 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 instructional materials to address learning loss.

We are planning ESSER-3 funds for teacher training for implementation of instructional materials.

Teacher incentive to complete LETRS training - partnership with Fort Hays State to entice participants

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30,000**Status**

Task Force Review

Line Item ID: 512-3-0034

**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**

Substitutes

**Account Number**

108-6153-1200-520-00000

**Function Code**

1000 - Instruction

**Object Code**

153 - Additional compensation paid to substitute teachers

**Allowable Use**

12 - 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 instructional materials to address learning loss.

We are planning ESSER-3 funds for teacher training for implementation of instructional materials. Examples of these items are:

Substitute teacher costs for teachers subbed out for LETRS, dyslexia, or other general literacy training

Substitute/coverage costs for RTI team training, development, and implementation of RTI team throughout the system

<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**

Task Force Review

Line Item ID: 512-3-0035

**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**

Extra Duty

**Account Number**

108-6157-1300-520-00000

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

High school instructional materials to address learning loss.

We are planning ESSER-3 funds for teacher training for implementation of instructional materials.

Teacher incentive to complete LETRS training - partnership with Fort Hays State to entice participants

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30,000**Status**

Task Force Review

Line Item ID: 512-3-0036

**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**

Substitutes

**Account Number**

108-6153-1300-520-00000

**Function Code**

1000 - Instruction

**Object Code**

153 - Additional compensation paid to substitute teachers

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

High school instructional materials to address learning loss.

We are planning ESSER-3 funds for teacher training for implementation of instructional materials. Examples of these items are:

Substitute teacher costs for teachers subbed out for LETRS, dyslexia, or other general literacy training

Substitute/coverage costs for RTI team training, development, and implementation of RTI team throughout the system

**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 ID: 512-3-0037

**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**

Supplies &amp; Materials

**Account Number**

108-6610-1200-520-00000

**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**

Middle school instructional materials to address learning loss. Delta Math - online resource which allows students to practice problems covering topics from middle school, Algebra 1, Geometry, Algebra 2, Pre-Cal, Calculus and computer science.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50,000**Status**

Task Force Review

Line Item ID: 512-3-0038

**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**

Supplies &amp; Materials

**Account Number**

108-6610-1200-520-00000

**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**

Middle school instructional materials to address learning loss. Edulastic - online assessment tool to align with state standards.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50,000**Status**

Task Force Review

Line Item ID: 512-3-0039

**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**

Supplies &amp; Materials

**Account Number**

108-6610-1200-520-00000

**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**

Middle school instructional materials to address learning loss. DreamBox - adaptive math program to support students at their level.

**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**

Task Force Review

Line Item ID: 512-3-0040



**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**

Supplies &amp; Materials

**Account Number**

108-6610-1300-520-00000

**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**

High school instructional materials to address learning loss. Delta Math - online resource which allows students to practice problems covering topics from middle school, Algebra 1, Geometry, Algebra 2, Pre-Cal, Calculus and computer science.

<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

Line Item ID: 512-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies &amp; Materials

**Account Number**

108-6610-1300-520-00000

**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**

High school instructional materials to address learning loss. Edulastic - online assessment tool to align with state standards.

<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

Line Item ID: 512-3-0042

**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**

Extra Duty

**Account Number**

108-6157-1300-520-00000

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Extra duty pay for tutoring for individualized support for student learning.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$150,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$150,000**Status**

Task Force Review

## 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	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	235	Uniontown	450	61%	\$ 939,572	\$ 892,864	95%	\$ 931,864	\$ 931,864	\$ 39,000	99%	\$ 2,071
2	237	Smith Center	398	45%	\$ 656,592	\$ 597,679	91%	\$ 612,920	\$ 612,920	\$ 15,241	93%	\$ 1,538
3	239	North Ottawa Cour	597	43%	\$ 665,827	\$ 665,827	100%	\$ 665,827	\$ 665,827	\$ -	100%	\$ 1,115
4	242	Weskan	100	32%	\$ 82,627	\$ 82,627	100%	\$ 82,627	\$ 82,627	\$ -	100%	\$ 825
5	248	Girard	976	42%	\$ 1,552,876	\$ 1,059,480	68%	\$ 1,121,830	\$ 1,121,830	\$ 62,350	72%	\$ 1,150
6	262	Valley Center Pub	2,955	38%	\$ 2,572,506	\$ 2,572,356	100%	\$ 2,572,506	\$ 2,572,506	\$ 150	100%	\$ 871
7	290	Ottawa	2,184	52%	\$ 3,527,931	\$ 1,830,000	52%	\$ 2,075,000	\$ 2,075,000	\$ 245,000	59%	\$ 950
8	310	Fairfield	265	58%	\$ 579,754	\$ 579,345	100%	\$ 579,754	\$ 579,754	\$ 409	100%	\$ 2,188
9	325	Phillipsburg	580	38%	\$ 714,497	\$ 329,497	46%	\$ 714,497	\$ 714,497	\$ 385,000	100%	\$ 1,233
10	454	Burlingame Public	268	48%	\$ 492,068	\$ 454,393	92%	\$ 492,068	\$ 492,068	\$ 37,675	100%	\$ 1,836
<b>Total</b>			<b>8,773</b>	<b>45%</b>	<b>\$ 11,784,250</b>	<b>\$ 9,064,068</b>	<b>77%</b>	<b>\$ 9,848,893</b>	<b>\$ 9,848,893</b>	<b>\$ 784,825</b>	<b>84%</b>	<b>\$ 1,123</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 D0235

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>
Uniontown	601 Fifth Street, Uniontown, KS 66779	601 Fifth Street, Uniontown, KS 66779
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Bret Howard	bhoward@uniontown235.org	(620) 756-4302

## 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>
Bret	Superintendent	bhoward@uniontown235.org	(620) 756-4302
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Vance Eden		veden@uniontown235.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://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1343716/USD\\_235\\_Uniontown\\_-\\_Starter\\_Plan\\_for\\_Safe\\_Return\\_and\\_Continuity\\_of\\_Services\\_.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1343716/USD_235_Uniontown_-_Starter_Plan_for_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?**

The greatest priority of Uniontown USD 235 is ensuring safe in-person learning for our students. The district will continue mitigation measures in regards to cleaning, disinfecting, and the application of proper hygiene to our students. ESSER funds play a crucial role in allowing the district to continue to limit potential spread among our student, staff, and community. With students in person, the next priorities are addressing academic shortfalls and social-emotional needs that have come from the pandemic. With the feedback from our stakeholders, we have chosen to invest in providing these additional support for students. We believe that additional staff with adequate training can help the students and families get back on track.

## 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 Uniontown student body was encouraged to complete a survey to provide input regarding the use of ESSER funds to overcome the academic obstacles and stressors of the pandemic. These students identified two main areas; increase personnel for academic support and also add a nurse to our staff to address the larger demand. We agree with our students, took this information to heart, and have added these exact services to our application.

## **Families**

Families have been provided with multiple opportunities to provide input via survey to inform our use of ESSER III funds. The parents of Uniontown USD 235 shared many of the same ideas but also included items such as summer learning opportunities, basic needs support (food, clothing), and the expansion of social-emotional support. The addition of Communities in Schools for the 22-23 and 23-34 school years helps address all three of these areas. A summer program run by three staff is also a part of this new application. We also hope to add an additional school counselor to support our students in alignment with this agreed-upon need.

## **School and District Administrators including Special Education Administration**

District administrators were primary points of contact in identifying the needs of the district's school and soliciting ideas for addressing those needs that exist due to the pandemic. The Interlocal 637 and their executive director were collaborative partners and problem-solvers in making plans for the effective and efficient use of our ESSER III funds.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Teachers have also been given multiple survey opportunities in addition to soliciting guidance from collaborative meetings about our needs due to the pandemic. Teachers have been a huge part in helping to identify student deficiencies and the instructional resources that could be used to address them. Principals had frequent meetings where ideas were considered in relation to feedback from stakeholders and looking at the academic and social-emotional needs of the district. We have been diligent to evaluate the effectiveness of the resources we purchased with ESSER III funds to further add to the conversation about how we use our ESSER III funds.

## **Tribes**

At this time we have no tribes of Native Americans located within the boundaries of the district. Families of all races were given the opportunity to provide input via a survey. This included any Native American families who chose to participate.

## **Civil Rights Organization including Disability Rights Organizations**

We communicated with and received feedback from a variety of organizations that represented diverse perspectives within the field of Civil Rights and Disability Rights. Our ESSER III plan was built with consideration from these organizations to support the academic and social-emotional needs of these populations. These organizations included: the ACLU of Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas, Kansas NAACP, and the Southeast Kansas Interlocal 673 (of which we are a part of).

## **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**

Uniontown currently does not have a population of English learners and migratory students. While we do have students that need assistance with basic needs, we are fortunate to not have any students that we are aware of currently experiencing homelessness. The Southeast Kansas Interlocal 637 and the Disability Rights Center of Kansas were contacted to help us gain a better understanding of the needs of children with disabilities. Uniontown does have students in the foster care system. TFI of Fort Scott (who handles all of Bourbon County) was contacted as a stakeholder for this group. Parents who represent these populations would have also provided any feedback they felt appropriate via that survey.

## **Provide the public the opportunity to provide input and take such input into account**

While the community input has not been as substantial as we initially hoped, the input that has been provided has been very valuable. Their input helped identify needs in some cases and in many cases affirmed the thinking of our other stakeholder groups. We are proud to say that we have been able to address nearly every suggested item from the feedback that was given for consideration.

## **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.**

Unfortunately, we have been able to see the impacts of the pandemic in relation to student learning. Student academic proficiency has declined broadly across the 202 students at the JH and HS since the start of the pandemic as measured by the Kansas Assessment Program. Additionally, we have seen elementary students also fall behind the proficiency expectations that have been set for them. Remediation efforts brought through ESSER II funds have been impactful in addressing many of the needs, yet there are still students who have not yet mastered the guaranteed curriculum to be in alignment with district and state expectations. Along the same line of thinking, student social-emotional needs have significantly grown during the pandemic. Significant resources have been added to support these students with ESSER II funds. We are also adding another layer of social-emotional support for these students through our application of ESSER III funds. Tangible academic and social-emotional growth is apparent from these efforts but we are only now beginning to more clearly realize the broad implications that the pandemic has brought upon our educational system.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Summer learning has been utilized at the elementary level, though this was provided through 21stCCLC funds. This year, we do hope to add academic programming during the summer for needing students to address learning loss via remediated lessons and reteaching.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Uniontown will be spending its remaining ARP ESSER funds to help all students respond to the impacts of the pandemic. We have added a variety of positions, resources, and opportunities for our students that we believe help combat the loss of learning and heightened social-emotional needs of our students.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Uniontown will continue to track student data to ensure that the right interventions are applied in the right ways to meet our goals for student success. The data uses a variety of normative benchmark and progress monitoring tools to help gauge the impact of all interventions that we employ. This also holds true in regards to the use of our ESSER III funded items. We believe that the voices of our stakeholders have been considered and weighed in choosing a suite of things to meet our unique needs. For those who failed to make their voices heard, we strongly believe that we have looked acutely as advocates for those most in need to also consider how we can best support them.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$939,572	\$0	\$939,572	ESSER III Allocations	\$187,915
Approved Total	\$892,864	\$0	\$892,864	Approved Total	\$609,743
Amount Left	\$46,708	\$0	\$46,708	Amount Still Needed	\$0
In Review Total	\$39,000	\$0	\$39,000	In Review Total	\$0
Amount Left	\$7,708	\$0	\$7,708	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
235-3-0020	Direct	False	2000	300	16	\$39,000	Task Force Review
235-3-0001	Direct	False	2000	733	13	\$15,972	Approved
235-3-0002	Direct	False	2000	733	15	\$8,320	Approved
235-3-0003	Direct	True	1000	111	12	\$297,664	Approved
235-3-0004	Direct	True	1000	213	12	\$43,476	Approved
235-3-0005	Direct	False	2134	213	15	\$14,492	Approved
235-3-0006	Direct	True	1000	260	12	\$497	Approved
235-3-0007	Direct	False	2134	260	15	\$73	Approved
235-3-0008	Direct	False	1000	641	3	\$1,105	Approved
235-3-0009	Direct	True	1000	653	12	\$30,532	Approved
235-3-0010	Direct	False	1000	653	10	\$7,500	Approved
235-3-0011	Direct	False	2100	659	9	\$1,349	Approved
235-3-0012	Direct	False	2000	736	9	\$24,693	Approved
235-3-0013	Direct	False	2000	733	9	\$897	Approved
235-3-0014	Direct	False	1000	110	16	\$72,000	Approved
235-3-0015	Direct	True	2000	300	4	\$237,574	Approved
235-3-0016	Direct	False	2134	111	15	\$42,500	Approved
235-3-0017	Direct	False	1000	120	16	\$84,000	Approved
235-3-0018	Direct	False	2200	290	10	\$3,020	Approved
235-3-0019	Direct	False	1000	300	8	\$7,200	Approved

## Line Item Details

Line Item ID: 235-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

91

**Function Code**

2000 - Support Services

**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**

The district needs to partner with Elevate K-12 to provide daily live instruction for three science courses. The district was unable to secure an in-person teacher due to shortages across the state. Furthermore, data from the KSDE State Assessment shows the need for support above and beyond what can be provided through an asynchronous learning option in order to address learning loss from the pandemic.

Each section cost \$13,000 for a total cost to of \$39,000

Physical Science (2 Sections)

Earth and Space Science (1 Section)

<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: 235-3-0001



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

91

**Function Code**

2000 - Support Services

**Object Code**

733 - Furniture and Fixtures

**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**

Additional cafeteria tables and also outdoor picnic tables to increase physical distancing during lunch.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,972
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,972</u>

**Status**

Approved

Line Item ID: 235-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

91

**Function Code**

2000 - Support Services

**Object Code**

733 - Furniture and Fixtures

**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**

Purchase of desks and chairs needed for the additional classrooms added at WBE and the JH/HS

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,320
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,320</u>

**Status**

Approved

Line Item ID: 235-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

91

**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**

Addition of a certified ELA teacher to address learning losses/needs at the JH/HS for the 22-23 and 23-24 school years.  
 Extension of the additional certified elementary position that was approved with ESSER II, funds into the 23-24 school year.  
 Addition of a school counselor to help address the increased need for social and emotional support due to the pandemic.  
 Finally, the addition of two JH-HS summer school support staff to support credit recovery and reteaching needs.

ELA Teacher- \$50,900

Counselor- \$50,900

Elementary Teacher- \$41,600 (\$40,000 already approved in ESSER II but needing an additional \$1,600 from ESSER III to have them at their correct step/ column on the pay scale)

Summer School Support- Two employees at \$3,000 each.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$122,842**Budgeted Expenditures in SFY 2024** \$174,822**Total Expenditures** \$297,664**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of each staff member's salary.

Line Item ID: 235-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

91

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Insurance benefits for above listed teaching positions.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21,207**Budgeted Expenditures in SFY 2024** \$22,269**Total Expenditures** \$43,476**Status**

Approved

Line Item ID: 235-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

91

**Function Code**

2134 - Nursing Services

**Object Code**

213 - Health and Accident 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**

Insurance benefits for above listed nursing position.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,069**Budgeted Expenditures in SFY 2024** \$7,423**Total Expenditures** \$14,492**Status**

Approved

Line Item ID: 235-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

91

**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**

Unemployment insurance for teaching positions.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$199**Budgeted Expenditures in SFY 2024** \$298**Total Expenditures** \$497**Status**

Approved

Line Item ID: 235-3-0007

**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**

91

**Function Code**

2134 - Nursing 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**

Unemployment insurance for nursing position.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$73**Total Expenditures** \$73**Status**

Approved

Line Item ID: 235-3-0008

**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**

91

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**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**

Purchase of additional copies of readers so that student we can still meet the need as not share copies between students to limit potential exposure.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,105
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,105</u>

**Status**

Approved

Line Item ID: 235-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

91

**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**

Purchase of Online Subscriptions to address learning loss with our students. Subscriptions include: Kids Discover, iRead, Lexia Core 5, Flocabulary, Reading Eggs, Math Seeds, IXL, Educreations, and Edgenuity.

Kids Discover- \$1,152

iRead- \$640

Lexia Core 5- \$880

Flocabulary- \$120

Reading Eggs- \$415

Math Seeds- \$415

Edgenuity- \$10,100

IXL- \$1400

Educreations- \$144

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$15,266
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$15,266
--	----------

<b>Total Expenditures</b>	\$30,532
---------------------------	----------

**Status**

Approved

**Line Item Comment from KSDE**

5/25 Please provide the correlation to supporting learning loss in targeted populations.

Please provide a breakdown of subscription/software costs

Line Item ID: 235-3-0010

**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**

91

**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**

Purchase of second-step online access along with SAEBRS online screening tool to identify and address the social-emotional needs of our students due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$3,750
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$3,750
--	---------

<b>Total Expenditures</b>	<u>\$7,500</u>
---------------------------	----------------

**Status**

Approved

Line Item ID: 235-3-0011

**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 III

**Account Number**

91

**Function Code**

2100 - Support Services (Students)

**Object Code**

659 - Other

**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**

Purchase of headphones to ensure students have a quality pair in the event remote learning is necessary.

Our current student population is 478 students. From use this year, we believe to need around 80 additional pairs to replace those that have been lost or broken. We are requesting 100 pairs to cover that need and still have around 20 extras for losses/breakages 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>	\$1,349
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,349</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please clarify how many pairs of headphones will be purchased and if this will cover the entire student population.

Line Item ID: 235-3-0012



**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**

91

**Function Code**

2000 - Support Services

**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**

Smartboards for use in the district to greater facilitate remote learning. This is also a meaningful instructional tool that increases engagement to address learning loss due to the pandemic.

3 Smartboards at the Elementary  
5 Smartboards at the JH/HS

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,693
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,693</u>

**Status**

Approved

Line Item ID: 235-3-0013

**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**

91

**Function Code**

2000 - Support Services

**Object Code**

733 - Furniture and Fixtures

**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**

3 Carts to be used in conjunction with the purchased Smart boards to allow for greater flexibility of use.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$897
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$897</u>

**Status**

Approved

Line Item ID: 235-3-0014

**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**

91

**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**

Incentive Premium Pay in order to retain quality staff in light of the additional duties necessary to implement programs designed to address learning loss and limit lasting negative impacts from the pandemic.

\$750 Per certified employee that was hired by August 22nd, 2022 and still employed with the district April 1 of the 22-23 school year.

\$750 Per certified employee that was hired by August 15th, 2023 and still employed with the district April 1 of the 23-24 school year.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$36,000

**Budgeted Expenditures in SFY 2024** \$36,000

**Total Expenditures** \$72,000

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of pay per staff member.

Line Item ID: 235-3-0015

**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**

91

**Function Code**

2000 - Support Services

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL 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**

Communities in Schools Site Coordinator to provide integrated student supports to meet the social-emotional, academic, and mental health needs of students impacted by the pandemic. Also, we hope to provide additional support from a third-party organization to provide instructional coaching services to staff about ways to address learning loss in students.

Job descriptions were emailed to Amy (arzadczyński@ksde.org). Please let me know if you need anything else.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$116,502
<b>Budgeted Expenditures in SFY 2024</b>	\$121,072
<b>Total Expenditures</b>	<u>\$237,574</u>

**Status**

Approved

**Line Item Comment from KSDE**

5/25 Please provide the correlation to supporting learning loss in targeted populations.

5/24 Salary breakdown per applicant:

Communities in Schools- The totals for the entire program are

- 22-23= \$100,001.83
- 23-24= \$104,571.84

Greenbush Instructional Coaching Services

- 22-23= \$16,500
- 23-24= \$16,500

Please provide the job description associated with this position.

Line Item ID: 235-3-0016

**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

**Account Number**

91

**Function Code**

2134 - Nursing Services

**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**

School nursing services that began with funding from ESSER II to be continued into the 23-24 school year to monitor and maintain healthy school operations for in-person learning.

<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>	\$42,500
<b>Total Expenditures</b>	\$42,500

**Status**

Approved

Line Item ID: 235-3-0017

**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**

91

**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**

Incentive Premium Pay in order to retain quality staff in light of the additional duties necessary to implement programs designed to address learning loss and limit lasting negative impacts from the pandemic.

\$750 Per classified employee that was hired by August 22nd, 2022, and still employed with the district on April 1 of the 22-23 school year.

\$750 Per classified employee that was hired by August 15th, 2023, and still employed with the district on April 1 of the 23-24 school year.

Part-time employees would receive a pro-rated amount correlated to the percentage of a 40-hour week that they work.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$42,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$42,000
--	----------

<b>Total Expenditures</b>	\$84,000
---------------------------	----------

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of pay per staff member.

Line Item ID: 235-3-0018

**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**

91

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**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**

Participation in Employee Assistance Program through Greenbush to provide counseling and other mental health supports to staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1,510
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$1,510
--	---------

<b>Total Expenditures</b>	<u>\$3,020</u>
---------------------------	----------------

**Status**

Approved

Line Item ID: 235-3-0019

**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**

91

**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**

Zoom- Education Account for remote learning 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>	\$3,600
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$3,600
--	---------

<b>Total Expenditures</b>	<u>\$7,200</u>
---------------------------	----------------

**Status**

Approved



# ESSER III APPLICATION FOR D0237

Status  
Approved

## KSDE Application Comments

20% - KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Smith Center	216 S. Jefferson, Smith Center, KS 66967	216 S. Jefferson, Smith Center, KS 66967
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Dustin McEwen	dmcewen@usd237.com	(785) 282-6665

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Linda Robinson	USD 237 Treasurer	lrobinson@usd237.com	(785) 282-6665
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Roberta Reinking	breinking@usd237.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.usd237.org/vimages/shared/vnews/stories/61d85a39cb975/Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services%20Dec.%202021%20USD%20237.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?**

USD 237 is working closely with Smith County Health, the medical providers at Smith County Memorial Hospital, and medical providers at Smith County Family Practice for guidance related to safely operating in-person learning for this year and for the following years. The goal is to remain open to allow us to provide quality instruction and keep the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE and KSDE to ensure that our expenditures align with best practice, help address learning loss, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs. We will continue our improved cleaning and sanitizing practices implemented during the height of the pandemic.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)



## Students

To consult with students the superintendent met with the STUCO officers, FFA officers, and Art club officers. During the meeting it was explained what the ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided good feedback and had some great ideas. The student felt it would be very beneficial to improve the JR/SR high school wi-fi speed and connectivity. They also felt that the students needed their own chromebooks to allow for a true one-one chromebook experience. We have addressed improving the connectivity and speed of our Wi-fi with ESSER II. We ordered part of the chromebooks with our ESSER II funds to help us move toward a true one-to-one. The meeting with the students indicates additional student technology is an area we should address. The students were not in favor of summer school, but did feel after-school and before school tutoring would be a beneficial area to utilize funds and that it would be utilized. When asked about instructional materials they felt that several subject areas could use updated materials. A survey was given to the junior high and high school students to gain insight on what they felt should be considered for ESSER fund use. We had great participation with 84.5% of the students responding to the survey. The top areas indicated from the students were:

- Offering additional extracurricular activities (58%)  
126 of the 164 surveys prioritize extracurricular activities as very important or important
- Providing additional student technology (51%)  
122 of the 164 surveys prioritize student technology as very important or important
- Expanded social and emotional learning (35%)
- Facility Upgrades that support student health needs (35%)
- Additional instructional materials and resources (34%)

Our plan addresses student technology with the purchase of chromebooks to move towards a true one-to-one practice. We have plans for instructional materials and are actively looking for a social emotional curriculum to address student needs.

## Families

Our families were given information about ESSER III at our spring parent teacher conferences. We had a great turn out and received lots of feedback from the 171 parent surveys that were filled out. Conservatively estimating that each survey represents two of our students, the survey responses represent at minimum 80% of our students. The surveys and conversations indicated that the parents would like to have us consider the following in our ESSER plan:

- Expanded social and emotional learning (42%)
- After school tutoring programs (38%)
- Providing additional technology for student use (37%)
- Additional instructional materials and resources (34%)

We are addressing their considerations in our plan by employing additional staff, researching social emotional curriculum to purchase, and adding technology for students. Our plan has additional instructional resources and we plan to add personnel. We currently have tutoring time at the JR/SR HS level.

## School and District Administrators including Special Education Administration

We are a small school and have three administrators (2 principals and 1 superintendent). We met a minimum of once a month as an administrative team and had numerous individual meetings to discuss our ESSER III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. We need technology, instructional materials and staff. USD 237 works with the North Central Kansas Special Educational Cooperative for our special education services. The district has collaborated with NCKSEC director and assistant director to ensure our ESSER III plan supported the needs of all populations of students. ESSER III fund usage is discussed in our monthly council of superintendent meetings with NCKSEC.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 237 took time during a district inservice day to meet with teachers and school staff regarding our ESSER III plan. It was a productive meeting where they were able to learn about the authorized uses of the ESSER funds and we were able to have an open dialogue about the needs they saw. Individual staff have emailed and spoken directly to the superintendent regarding how they feel the funds can best be utilized to meet the needs of our district and students. Staff were also given a survey to help get data in regards to their input. The staff survey results indicated:

- Additional instructional materials and resources (68%)
- Additional personnel and staff support for academic interventions (65%)
- Expanded social and emotional learning services (43%)

Each of these identified areas are important areas to utilize ESSER Funds. Our current plan addresses their input as we are addressing instructional materials and hiring more staff. Our two counselors and building principals are researching social emotional curriculum for the district and we will be including that piece when we find the program that will meet our needs. Additional updated instructional materials and resources will help our students with learning loss. The updated materials will be better aligned with standards, have on-line components, and current topics which will help the students.

## **Tribes**

We do not have tribal lands within 50 miles of USD 237. We did identify eight students through our school information system that identified as American Indian or Alaska Native. The eight students were from five different families. The building principals reached out to families to get input. The individual phone calls or individual meetings were helpful in gathering information regarding how the families felt we could best meet their needs. Updated facilities and the best technology available for their kids was mentioned in the personal conversation with one family as being very important to them. In addition, the families were provided an opportunity to fill out a survey to help us prioritize how to utilize funds. One stakeholder on the community survey identified themselves as a Native American Tribe Member and a parent. They supported:

- Additional personnel and staff support for academic intervention
- Additional behavioral support and interventions
- Additional instructional materials and resources
- Expanded social and emotional learning and mental health services

Additionally, the building principals individually spoke with the students in grade 5-12 that identified as American Indian or Alaska Native. Overall they felt the items on our survey were all good and the students could benefit from any of the items we were considering. The most supported items on the survey were technology for students, social and emotional services, facility upgrades, and cleaning and sanitizing.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the United Way of Ellis County as Smith County does not have a local United Way. The executive director identified expanded social and emotional learning and mental health services as a beneficial consideration. She also mentioned additional instructional materials and resources for teachers and for the library as good use of the ESSER III dollars. Keeping summer lunch programs up and running was important to the executive director. As the list of allowable expenses was covered she felt all the supports I mentioned seemed like positive items to consider.

We also reached out to the Kansas Human Rights Commission. An email was received from Executive Director Ruth Glover, stating that "the Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding plans."

The third group we reached out to was the Disability Rights Center of Kansas. Lane Williams, legal director for DRC, responded by email after a personal phone conversation. He explained that his organization has received numerous calls from parents of children with disabilities expressing concerns about the harmful disruption to the educational progress of their children due to the pandemic. He endorsed additional supports and services such as summer enrichment and after school tutoring to help students with disabilities.

Six of our parent surveys were returned that indicated they were representing a child with disabilities. The survey results showed the most support for summer learning opportunities, after school tutoring, teacher professional development, and expanded social and emotional learning. We offer summer school and after school tutoring services. Additional staff that will help students that experienced learning loss and we plan to expand our social and emotional learning programs with a greater emphasis on resources to teach social emotional skills. We will look to expand our summer school and afterschool tutoring programs. Eight of our student surveys identified as students with disabilities: 87.5 % indicated providing additional student technology was important/very important.

### **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 237 has a very small population of English Language Learners and Migratory Students. In an effort to get stakeholder input we reached out to Tim Thornton. Mr. Thornton is the migrant educator for Northwest Kansas Educational Service Center out of Oakley and has helped us secure services for our migrant population. Mr. Thornton recommended and mentioned using the funds for tutoring services, technology, and bilingual materials. The tutoring service will be an area we look to provide during the school day and before/after school.

We also reached out to Aronda Strutt who is the Executive Director of CASA of the 17th Judicial District. Smith County is in the 17th district. CASA represents students in foster care and other underserved students. Mrs. Strutt recommended professional learning for staff in the area of trauma-informed practices as the students CASA represents have often experienced trauma which can impact their academic performance. Focusing on academics is often not a high priority for the students she represents as they are dealing with other issues outside of school. She also mentioned expanded social emotional services and behavior support, as two ways to help the students she represents.

### **Provide the public the opportunity to provide input and take such input into account**

The district conducted a community survey to get more input from stakeholders in the community. Our community survey indicated support for:

- After school tutoring (65%)
- Summer Learning Programs (58%)
- Expanded Social and Emotional Learning Services (51.2%)

We already have a school tutoring program in place, but will determine if we can expand the program. Summer school is already in place for USD 237. As previously mentioned in our application, our counselors are looking for a social emotional curriculum that meets our needs.

We also met with members of the local Kiwanis Club as they are a service organization that seeks to serve the needs of children and improve literacy. Their members had some very solid ideas and voiced that we were on the right track with some of the ideas we mentioned. Summer School and After-School / Before School tutor was strongly supported. Behavior and Social-Emotional support was also supported.

Using all of this feedback and input helped to confirm the direction and use of these funds. Additionally, we will plan to provide feedback to the community in one or more of the following ways:

We will use the charts and graphs from the results of the survey to create a brief PowerPoint or InfoGraphic of the information and send this information to all stakeholders via email or post on our website.

We will share the results of the survey and other feedback loops with any new or existing district and school leadership teams, Site Councils, planning teams, focus groups, etc.

## **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 district by learning loss through decreased personal contact with teachers and staff members. Students and staff were negatively impacted socially and emotionally due to social distancing, masking, and quarantine. We protected in-person instruction for most students, however quarantines and remote learning have had an impact throughout the 2021-2022 school year. Increased costs have been experienced due to the need to employ substitutes for teacher absences due to quarantine or precautionary absences. The elementary school saw a decline in reading fluency in K-3 according to our NWEA map scores. In addition, we saw a decline in the number of students at level 3 & 4 on state assessments. The high school experienced a decline in our ACT scores with the 2020 scores falling below the state average for the first time since 2015. Results from the KCTC student surveys indicate that our students are struggling emotionally. There was approximately a 12% increase in students responding to feeling sad or hopeless in 2021 compared to 2020. Our students will continue to need trained staff who can provide additional support and resources in order to be proficient in all areas.

**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 COVID-19 pandemic has illuminated for us the need to have an instructional coach or specialist who specifically works with and supports teachers in the identification, development, and aligned implementation of effective, impactful, evidence-based instructional practices, interventions, benchmarking, and progress monitoring. Our academic data shows that, in general, our students have not demonstrated typical achievement and/or growth between school years. We have seen our state assessment scores decrease in Math and ELA. District wide in Math the percentage of students scoring in Level 1 or Level 2 (lowest levels) in 2021 compared to 2019 increased 10.74%. District wide in ELA the percentage of students scoring in Level 1 or Level 2 (lowest levels) in 2021 compared to 2019 increased 5.89%. The percentage of students that scored in the Level 4 category in math was alarming in 2021 as overall only 3.33% of our students reached Level 4. To directly address the academic impact of lost instructional time we are planning on hiring an instructional coach or specialist. An instructional coach can model evidence-based and high-impact instruction for and with our teachers, and this position can even work directly with students in small-group or individualized instructional settings to further determine, develop, and implement instruction to mitigate the impacts and effects of learning loss.

Additionally, the person in this position will help our district align curriculum and evaluate our continuous improvement process. Empirical and peer-reviewed evidence suggests HERE ( [https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel\\_123.asp](https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp) ) that the implementation of instructional coaches can positively and significantly impact teacher effectiveness through mentoring, instructional planning, and instructional efficacy. This, in turn, supports and impacts improved student learning. Therefore, we plan to employ an instructional coach or specialist with these specific funds to support teacher professional learning and growth specifically targeted to address student learning loss.

We will also use the funds to address the impact of lost instructional time by purchasing individualized educational programs to improve reading and math skills. IXL is a program that uses insights from the student work in the curriculum and uses real-time diagnostic to personalize instruction for each learner. The student will build on their knowledge and review gaps in their learning. Evidence for IXL can be found HERE ( <https://www.ixl.com/research/ESSA-Research-Report.pdf> ). This study found that the use of IXL had a positive and statistically significant effect on student academic achievement in both math and reading. In addition, students with higher levels of IXL usage experienced greater growth in both subjects.

Another evidenced based program we purchased to address learning loss due to the pandemic is Wilson Phonics. Evidence for Wilson Phonics can be found HERE ( <https://ies.ed.gov/ncee/wwc/Intervention/738> ). It is a Tier 3 on What Works Clearinghouse and was found to have potentially positive effects on alphabetics.

We plan to utilize Renaissance Accelerated Reader to help improve reading scores across the district. Evaluating our data for the winter 2022 MAPS reading testing for grades 4, 5, and 6 we found that 56% of our students were below grade level. On their website they state Accelerated Reader will allow us to: "Motivate, monitor, and manage students' independent reading practice with Accelerated Reader and watch as students develop a true love for reading." Evidence can be found HERE ( <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/14> )and HERE ( <https://doc.renlearn.com/KMNet/R61323.pdf> ).

The district will also purchase Learning A-Z Raz kids and Corrective Reading to support student learning and address the learning loss due to Covid-19. Evidence can be found HERE ( [https://www.learninga-z.com/site/resources/research-and-efficacy#:~:text=Learning%20A%2DZ%20products%20blend%20teacher,and%20backed%20by%20efficacy%20studies\)for](https://www.learninga-z.com/site/resources/research-and-efficacy#:~:text=Learning%20A%2DZ%20products%20blend%20teacher,and%20backed%20by%20efficacy%20studies)for) Learning A-Z. Evidence for Corrective Reading can be found HERE ( <https://www.evidenceforessa.org/programs/reading/corrective-reading-elementary> ) and HERE ( <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120> ).

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will use these funds to support additional staff to help reduce class sizes which will also help us address learning loss and promote social distancing. We will also continue with some extra hours for a part-time math teacher and employing a custodian person we had approved on our ESSER II plan. It is also critical that we retain our current staff that have heroically helped us stay open and provide quality instruction through the difficulties of Covid. We will be offering retention pay to our staff that continues on with USD 237. It is important for the district to improve our technology and increase the number of chromebooks so our students will not have to share devices, have devices that will work with current programs, and teachers can fully utilize best-practices with their students. We have plans to update older HVAC units located in our technology building. Instructional materials will be purchased to help address learning loss and make instruction more effective, by selecting material that will better align with standards, have on-line components, and more current relevant materials to engage students. USD 237 staff and parents have identified a need to address social emotional learning for our students. We have seen a growth in mental health needs and need to address social skills because of the COVID pandemic. We would like to purchase a social emotional curriculum that is evidence based to help meet this need and are currently researching what curriculum we feel will meet the needs of our students.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 237 will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include academics, staff retention, and safe facilities. Academic performance will primarily be measured using Fastbridge as we move to it next year. Incorporating Fastbridge into our district will help us pinpoint deficiencies in areas that need improvement in our students. We will also use supporting measures such as results from the Kansas Assessments and the ACT. Determination of social and emotional impacts will be evaluated through the Kansas Communities that Care survey, as well as anecdotal feedback from staff, students, and parents. Academic and social/emotional effects will also be reflected through monitoring of attendance data and graduation rates. As we implement a new social and emotional curriculum we anticipate gains in the social and emotional skills of our students. We will be focusing on the reading and math interventions from data gathered from Fastbridge next year, but plan to use the SAEBR's survey included with Fastbridge to identify areas our students need interventions. We will diligently track and monitor the data above in hopes to see improvement in the academic and social emotional development of our students and student sub-groups.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$656,592	\$0	\$656,592	ESSER III Allocations	\$131,319
Approved Total	\$597,679	\$0	\$597,679	Approved Total	\$152,749
Amount Left	\$58,913	\$0	\$58,913	Amount Still Needed	\$0
In Review Total	\$15,241	\$0	\$15,241	In Review Total	\$0
Amount Left	\$43,672	\$0	\$43,672	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
237-3-0031	Direct	False	2600	430	14	\$15,241	Task Force Review
237-3-0001	Direct	True	1000	610	12	\$7,295	Approved
237-3-0002	Direct	True	1000	736	9	\$9,614	Approved
237-3-0003	Direct	True	1000	736	9	\$1,316	Approved
237-3-0004	Direct	True	1000	644	9	\$1,872	Approved
237-3-0005	Direct	True	1000	736	9	\$8,350	Approved
237-3-0006	Direct	True	1000	110	3	\$97,552	Approved
237-3-0007	Direct	True	1000	290	3	\$19,288	Approved
237-3-0008	Direct	True	1000	220	3	\$7,462	Approved
237-3-0009	Direct	False	1000	736	9	\$6,928	Approved
237-3-0010	Direct	False	1000	110	12	\$101,464	Approved
237-3-0011	Direct	False	1000	220	12	\$7,762	Approved
237-3-0012	Direct	False	1000	110	16	\$78,000	Approved
237-3-0013	Direct	False	2122	110	16	\$4,000	Approved
237-3-0014	Direct	False	1000	120	16	\$16,000	Approved
237-3-0015	Direct	False	2400	120	16	\$6,000	Approved
237-3-0016	Direct	False	2700	120	16	\$12,000	Approved
237-3-0017	Direct	False	3100	120	16	\$14,000	Approved
237-3-0018	Direct	False	2600	120	16	\$16,000	Approved
237-3-0019	Direct	False	2410	110	16	\$6,000	Approved
237-3-0020	Direct	False	2312	120	16	\$2,000	Approved
237-3-0021	Direct	False	2313	120	16	\$2,000	Approved
237-3-0022	Direct	False	1000	220	16	\$11,934	Approved
237-3-0023	Direct	False	1000	260	16	\$0	Approved
237-3-0024	Direct	False	1000	110	12	\$12,000	Approved
237-3-0025	Direct	False	2600	600	7	\$10,000	Approved
237-3-0026	Direct	False	1000	736	9	\$75,000	Approved
237-3-0027	Direct	False	4700	400	14	\$35,000	Approved
237-3-0028	Direct	False	2600	120	15	\$26,000	Approved
237-3-0029	Direct	False	2600	220	15	\$1,987	Approved

## Line Item Details

Line Item ID: 237-3-0031

**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**

Building Repair and Maintenance

**Account Number**

95825

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

430 - Repairs and Maintenance Services

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW--This project will help us increase the air movement throughout our elementary school. The current control module is out of date and does not always work which reduces or eliminates air flow. The increase in air flow will be helpful in improving the indoor air quality to address the potential exposure to the coronavirus. This was originally submitted on our ESSER II plan but was removed and is not being added to ESSER III plan. The Construction and Capital Expenditure Prior Approval Request was not approved at the time we originally submitted this project on ESSER II, even though the expenditure was approved. We received an email on 6/7/2022 from Lori Creason with an approval letter for our Construction and Capital Expenditure Prior Approval Request. Lori Creason emailed that the approval letter would work for ESSER III, that we would not need to do another request. We are adding it as a new expenditure. Thanks

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$15,241
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$15,241
---------------------------	----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 237-3-0001



**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**

SCE Teaching Supplies

**Account Number**

06-13950

**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**

Wilson Phonics-Evidenced based program we purchased to address learning loss due to the pandemic is Wilson Phonics. Evidence for Wilson Phonics can be found [HERE](#). It is a Tier 3 on What Works Clearinghouse and was found to have potentially positive effects on alphabetics.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,295
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,295</u>

**Status**

Approved

Line Item ID: 237-3-0002

**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**

Comp software

**Account Number**

08-18700

**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**

Accelerated Reading- To address reading lower reading schools due to the pandemic we plan to utilize Renaissance Accelerated Reader in USD 237.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,807
<b>Budgeted Expenditures in SFY 2024</b>	\$4,807
<b>Total Expenditures</b>	<u>\$9,614</u>

**Status**

Approved

Line Item ID: 237-3-0003

**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**

Comp software

**Account Number**

08-18700

**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**

Learning A-Z (Raz Kids)-The district will also purchase Learning A-Z Raz kids to support student learning and address the 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>	\$658
<b>Budgeted Expenditures in SFY 2024</b>	\$658
<b>Total Expenditures</b>	<u>\$1,316</u>

**Status**

Approved

Line Item ID: 237-3-0004

**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**

textbooks

**Account Number**

56-53050

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**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**

Corrective Reading-The district will also purchase Corrective Reading to support student learning and address the 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>	\$936
<b>Budgeted Expenditures in SFY 2024</b>	\$936
<b>Total Expenditures</b>	<u>\$1,872</u>

**Status**

Approved

Line Item ID: 237-3-0005

**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**

Comp software

**Account Number**

08-18700

**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**

IXL- IXL is a program that uses insights from the student work in the curriculum and uses real-time diagnostic to personalize instruction for each learner. The student will build on their knowledge and review gaps in their learning 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>	\$4,175
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$4,175
--	---------

<b>Total Expenditures</b>	<u>\$8,350</u>
---------------------------	----------------

**Status**

Approved

Line Item ID: 237-3-0006

**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**

06-12900

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular 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**

Instructional Coach- hire an instructional coach who specifically works with and supports teachers in the identification, development, and aligned implementation of effective, impactful, evidence-based instructional practices, interventions, benchmarking, and progress monitoring.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$48,776
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$48,776
--	----------

<b>Total Expenditures</b>	<u>\$97,552</u>
---------------------------	-----------------

**Status**

Approved

Line Item ID: 237-3-0007

**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**

Dist. Health Insurance Fringe

**Account Number**

06-16450

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**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**

Instructional Coach Fringe

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,644**Budgeted Expenditures in SFY 2024** \$9,644**Total Expenditures** \$19,288**Status**

Approved

Line Item ID: 237-3-0008

**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**

SS

**Account Number**

06-16270

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**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**

Instructional Coach FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,731**Budgeted Expenditures in SFY 2024** \$3,731**Total Expenditures** \$7,462**Status**

Approved

Line Item ID: 237-3-0009

**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**

Comp software

**Account Number**

08-18700

**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**

Fastbridge-Educational program to identify gaps and close those gaps with specific, targeted strategies in LEA students' learning

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,464
<b>Budgeted Expenditures in SFY 2023</b>	\$1,732
<b>Budgeted Expenditures in SFY 2024</b>	\$1,732
<b>Total Expenditures</b>	<u>\$6,928</u>

**Status**

Approved

Line Item ID: 237-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary/ Teacher Elementary

**Account Number**

06-12950

**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 teacher to reduce class sizes to address learning loss and help social distance

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,732
<b>Budgeted Expenditures in SFY 2024</b>	\$50,732
<b>Total Expenditures</b>	<u>\$101,464</u>

**Status**

Approved

Line Item ID: 237-3-0011

**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**

SS

**Account Number**

06-16270

**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**

Fica for adding Elementary Teacher

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,881**Budgeted Expenditures in SFY 2024** \$3,881**Total Expenditures** \$7,762**Status**

Approved

Line Item ID: 237-3-0012

**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**

Instruction Teacher/Salary

**Account Number**

06-12900

**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 237 certified staff (39) will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$39,000**Budgeted Expenditures in SFY 2024** \$39,000**Total Expenditures** \$78,000**Status**

Approved

Line Item ID: 237-3-0013

**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**

Salary/Counselor

**Account Number**

06-1460

**Function Code**

2122 - Counseling 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**

USD 237 counselors will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Approved

Line Item ID: 237-3-0014

**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**

Salary Non-Certified Aid

**Account Number**

06-13120

**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**

\$1000.00 as premium pay for paraprofessionals 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>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Approved

Line Item ID: 237-3-0015

**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**

Salary/Clerical

**Account Number**

06-13150

**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**

USD 237 secretaries will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

<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>	\$6,000

**Status**

Approved

Line Item ID: 237-3-0016

**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**

Salary Reg Rts

**Account Number**

06-33200

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 237 regular bus drivers and transportation/mechanic department head will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

<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>	\$12,000

**Status**

Approved

Line Item ID: 237-3-0017



**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**

Salary Food Service

**Account Number**

24-45150

**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**

USD 237 cooks and food service department head will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

<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**

Approved

Line Item ID: 237-3-0018

**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**

Salary Custodian

**Account Number**

06-14750

**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**

USD 237 custodians and maintenance department head will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

<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**

Approved

Line Item ID: 237-3-0019

**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**

Salary Administration

**Account Number**

06-12150

**Function Code**

2410 - Office of the Principal 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**

USD 237 administration will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Approved

Line Item ID: 237-3-0020

**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**

Salary /Administration

**Account Number**

06-12050

**Function Code**

2312 - Board Clerk/Deputy Clerk/Clerk 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**

USD 237 board clerk will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 237-3-0021

**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**

Salary-District Treasurer

**Account Number**

06-12100

**Function Code**

2313 - Board Treasurer 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**

USD 237 treasurer will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 237-3-0022

**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**

SS

**Account Number**

06-16270

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fica for Retention

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,967
<b>Budgeted Expenditures in SFY 2024</b>	\$5,967
<b>Total Expenditures</b>	<u>\$11,934</u>

**Status**

Approved

Line Item ID: 237-3-0023

**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**

Unemployment

**Account Number**

06-16370

**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**

Unemployment for retention

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$0**Status**

Approved

Line Item ID: 237-3-0024

**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**

Extra Duty

**Account Number**

06-16050

**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**

Continue to employ paraprofessional added with ESSER II funds to work with students in small groups for math and reading interventions.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$12,000**Total Expenditures** \$12,000**Status**

Approved

Line Item ID: 237-3-0025

**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**

Custodial Supplies

**Account Number**

06-15950

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase supplies to allow for the district to clean and sanitize school facility to help reduce the spread of Covid-19-These are cleaning supplies and PPE in response to Covid. Purell Sanitizing Hand Wipes - used by every student any time they leave or enter a room or change locations; Sani cloth wipes - used on surfaces anytime a group of students leave a room; Purell hand sanitizer gel/touchless dispensers - used in lunchrooms and/or other school locations; Disinfectant spray - more being used than normal; Masks for students and staff - continue to replace and purchase; Latex gloves - more being used than normal; Plexi Glass for our building secretaries to help minimize exposure. Additional cleaning and hand washing also contributes to more general supplies being used than normal: paper towels, hand soap, spray bottles, mops, laundry, etc.

<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>	\$10,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved

Line Item ID: 237-3-0026

**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**

Computer Hardware

**Account Number**

08-18700

**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**

To upgrade classroom technology for students. 200 chromebooks, that are needed to be prepared for remote learning and also to help with the learning gap caused by the pandemic. We need reliable technology in the hands of our students capable of running current programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37,500
<b>Budgeted Expenditures in SFY 2024</b>	\$37,500
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Approved

Line Item ID: 237-3-0027

**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**

Building Improvements

**Account Number**

16-20625

**Function Code**

4700 - Building Improvements

**Object Code**

400 - PURCHASED PROPERTY SERVICES

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Upgrade HVAC at Tech building to help with air quality and purification to lessen the risk of covid transmission

<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>	\$0
<b>Total Expenditures</b>	<u>\$35,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 237-3-0028

**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**

Salary Custodian

**Account Number**

16-15050

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are keeping an additional custodian on staff to help with the cleaning and sanitizing of our facility this employee was approved on ESSER II

<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>	\$26,000
<b>Total Expenditures</b>	<u>\$26,000</u>

**Status**

Approved

Line Item ID: 237-3-0029

**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**

SS Custodian

**Account Number**

06-16240

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FICA for the additional custodian

<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>	\$1,987
<b>Total Expenditures</b>	<u>\$1,987</u>

**Status**

Approved

Line Item ID: 237-3-0030

**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**

Work Comp Custodian

**Account Number**

06-16330

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

270 - Worker's 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**

Workman's Comp for the additional custodian position

<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>	\$855
<b>Total Expenditures</b>	<u>\$855</u>

**Status**

Approved



# ESSER III APPLICATION FOR D0239

Status  
Approved

## KSDE Application Comments

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
North Ottawa County	716 E Seventh St, Minneapolis, KS 674670257	PO Box 257, Minneapolis, KS 674670257
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Chris Vignery	cvignery@usd239.org	(785) 392-2167

## 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>
Chris Vignery	Superintendent	cvignery@usd239.org	(785) 335-3031
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
kymballa@usd239.org		kymballa@usd239.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
hnelson@usd239.org		hnelson@usd239.org	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1336538/USD\\_239\\_District\\_Plan\\_for\\_Safe\\_Return.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1336538/USD_239_District_Plan_for_Safe_Return.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We will continue to follow our local health department's recommendations to whether or not masks will be mandated or optional. At this point, students and staff will have the option to wear masks or not. We will continue to provide hand-washing and hand-sanitizing for each student and staff member. Desks will be wiped down between all classes and extra cleaning will continue. Desks will remain three feet apart and contact tracing will be a part of our mitigation process. We will encourage those who have not been vaccinated to get the vaccination; however, it will be a personal choice. We will monitor our county's covid cases to determine if more stringent protocols need to be in place.

## 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 used a google form to survey our students on what they felt we needed to have in place to help them return to school safely. We also asked them what educational practices should be available, whether that be more instructors, more social workers, or different educational tools. The survey was distributed to all students during the school day.

### **Families**

We used a google form to survey our families on what they felt we needed to have in place to help them return to school safely. We also asked them what educational practices should be available, whether that be more instructors, more social workers, or different educational tools. The survey was emailed out to all parents/caregivers.

### **School and District Administrators including Special Education Administration**

The administration reviewed the responses from our stakeholders and determined the best way to meet the needs of the responses. Administrations input with continued social worker, para support, after-school and summer school programs, tools to help teachers with students affected by the pandemic, and an at-risk program for 9-12 students.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We used a google form to survey our teachers/staff on what they felt we needed to have in place to help them return to school safely. We also asked them what educational practices should be available, whether that be more instructors, more social workers, or different educational tools. This was sent out in an email.

### **Tribes**

We currently do not have any tribes in our area. However, we have two students who identify as Native American and we have sent the survey out to them for their feedback; however, they did not respond. We have reached out to them by phone and have not returned our call. We also reached out to the Sac and Fox Tribe and the Kickapoo Nation and we have not heard back from them.

### **Civil Rights Organization including Disability Rights Organizations**

We currently do not have any civic groups in our area. We reached out to our Regional United Way group and to the Kansas Action for Kids and we have not heard back from either one.

### **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 used a google form to survey our students and families with disabilities, children in foster care, and the underserved on what they felt we needed to have in place to help them return to school safely. We also asked them what educational practices should be available, whether that be more instructors, more social workers, or different educational tools. At the time we do not have any English Learners, homeless students, incarcerated students, or migratory students.

### **Provide the public the opportunity to provide input and take such input into account**

The public had an opportunity for input through our site councils and local conversations through "Coffee with the Superintendent" and our Lions Club. We also created a survey that was put on our school website and we advertised it in the local paper letting the community know about the survey.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

When the pandemic started in March of 2020 schools and families were left with many questions. Our school district did see some academic loss because some students struggled to learn over Zoom during the spring of last year. We have seen an increase in social-emotional needs throughout our district during this school year. Secondary teachers and students are reporting more struggles with social-emotional well-being this year. Toxic stress is a reality for many of our students, families, and staff members. We know that we could use two full-time social workers and currently we have 1 1/2 and are looking to increase that to two for 2021-22. Depression and anxiety have increased for many of our students and so our focus will remain there. However, as those needs increase, we have seen an effect on those student's academics decreasing and therefore we will need to keep classroom loads small and increase staff to allow for small group activities as well as one on one work. We are seeing a trend in Early Childhood screenings and data that shows students with under-developed verbal skills, some new motor concerns, and general social-emotional needs. These have been exacerbated by the isolation of the pandemic. As a small school district all of our students, including special education students have been impacted and we are addressing those needs as well. Other areas we will continue to address are cleaning the facilities and hiring a part-time nurse to help with illness.

**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 continue to offer an after-school program through May of 2023. Funds will be used for the 2021, 2022, and 2023 Summer School Program. We currently have a half-time social worker in our secondary building and we will use funds to make that a full-time position for 2021-2023. We will use ESSER III funds to keep our elementary classrooms small. Traditionally we have been able to keep our classroom sizes to 15-18 students; however, with the decrease in cash balances, we have planned to eliminate sections by not filling when teachers retire. ESSER II funds have given us the opportunity for the 2021-22 school year to begin the process (with two retirements taking effect at the end of this year). However, with students who need academic help and having classroom sizes remain low, instead of having 24-25 per section in grades K-3, ESSER III funds will give us the opportunity to keep those classes low to help students academics and their SEL needs by keeping these sections low in numbers.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The majority of our ESSER III funds will be spent on summer school, after-school programs, social workers, and a school nurse. The remaining money will be used on technology/software to help us prepare for learning at home if needed. We plan on using the ESSER III money to improve teacher instruction and curriculum to meet the needs of the learning loss that has occurred due to the shutdown. The hiring of three additional aides for the classrooms will be utilized to help small group learning. We will also retain two teachers to keep the K-3 sections small to help with learning loss for the past year and a half.

**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 be working with McRel's "Classroom Instruction that Works," to help our teachers improve their instruction planning that will help with the design and delivery of effective instruction. This type of training will help all of our students but most importantly will help those who have struggled over the shutdown. Students who have attended our summer school program this past summer have made great gains academically and socially by using researched-based programs. We will carry this into the school year with our after-school program. The after-school program will help the students academically but will also help our working parents. All students are welcome to attend summer school and the after-school program. Transportation is provided for all who need it. We are looking at a K-3 ELA curriculum that will meet the needs of our students whether they are on-campus or off-campus because of a short shutdown. K-3 is an extremely important year for our students, so we will use ESSER III funds to make sure we can continue to offer smaller classes.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$665,827	\$0	\$665,827	ESSER III Allocations	\$133,166
Approved Total	\$247,000	\$0	\$247,000	Approved Total	\$152,000
Amount Left	\$418,827	\$0	\$418,827	Amount Still Needed	\$0
In Review Total	\$418,827	\$0	\$418,827	In Review Total	\$67,760
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
239-3-0018	Direct	False	1000	110	12	\$100,000	Task Force Review
239-3-0019	Direct	False	2100	120	2	\$11,500	Task Force Review
239-3-0020	Direct	True	2100	330	12	\$43,760	Task Force Review
239-3-0021	Direct	False	1000	120	16	\$35,500	Task Force Review
239-3-0022	Direct	True	1000	730	9	\$24,000	Task Force Review
239-3-0023	Direct	False	2113	110	10	\$27,019	Task Force Review
239-3-0024	Direct	False	1000	110	16	\$132,250	Task Force Review
239-3-0025	Direct	False	1000	320	12	\$22,440	Task Force Review
239-3-0026	Direct	False	1000	110	8	\$22,358	Task Force Review
239-3-0003	Direct	False	1000	110	12	\$40,000	Approved
239-3-0004	Direct	False	2100	120	12	\$15,000	Approved
239-3-0005	Direct	True	1000	110	11A	\$49,000	Approved
239-3-0006	Direct	True	1000	120	11A	\$15,500	Approved
239-3-0007	Direct	True	1000	110	11B	\$28,500	Approved
239-3-0008	Direct	True	1000	120	11B	\$9,000	Approved
239-3-0011	Direct	False	1000	120	16	\$40,000	Approved
239-3-0016	Direct	True	1000	644	12	\$50,000	Approved

## Line Item Details

Line Item ID: 239-3-0018

**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**

Elementary Teacher Salaries

**Account Number**

78-1000-110.00

**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**

This will allow us to continue to keep our K-3 grades in smaller class sizes as these levels are crucial to a student's future. This was approved earlier and I tried to deduct \$50,000, but I hit the wrong button and it disappeared. So I created a new one.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
--	----------

<b>Total Expenditures</b>	<u>\$100,000</u>
---------------------------	------------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$100,000 SFY 2023 and \$50,000 SFY 2024

Line Item ID: 239-3-0019

**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**

School Nurse Covid

**Account Number**

79.2100.120.03

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-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**

This is a change of dollar amount. Our current nurse spends 90% of her time with grade school students. This allows us to have support at our secondary building.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$5,500
--	---------

<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$11,500</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$20,000 SFY 2022 and 2023 (total: \$40,000)

Line Item ID: 239-3-0020

**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**

Professional Training Services

**Account Number**

79.2200.330.00

**Function Code**

2100 - Support Services (Students)

**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**

This is a change, the dollar amount is less. McRel will be providing year-long training that will provide support for all teachers to design and deliver effective instruction for all students and especially our most vulnerable populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$43,760
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$43,760

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$47,100 SFY 2022

Line Item ID: 239-3-0021

**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**

Premium Pay for Classified Covid

**Account Number**

79.1000.120.01

**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**

New: Providing premium pay for 26 full-time classified staff at \$1,000 and 16 part-time classified staff at \$500 who will be returning to work during this pandemic. Payment will be made on December 15th, 2022, for those who are still working. Trying to find employees has been difficult during these times.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$35,500

**Status**

Task Force Review

Line Item ID: 239-3-0022

**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**

Instructional Equipment

**Account Number**

79.1000.730.00

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**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**

Change: Providing technology support to help drive instruction that will enable us to meet each child where they are at.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$24,000

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$24,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$24,000 SFY 2022 and 2023 (total: \$48,000)

Line Item ID: 239-3-0023

**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**

Social Worker-Covid

**Account Number**

79.2113.110.01

**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**

this is a change: We will be going from a 1.5 social workers to 2.0 to help with the social emotional needs of our students.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$12,019

**Budgeted Expenditures in SFY 2023** \$15,000

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$27,019

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: previously approved for \$25,000 SFY 2023 and 2024 (total: \$50,000)

Line Item ID: 239-3-0024

**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**

Premium Pay Certified Covid

**Account Number**

79.1000.110.06

**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**

New: Providing premium pay for 51 certified staff in the amount of \$2,450 for those returning to work. Five administrators will each receive \$1,500. The payment for certified teachers was paid out on June 30th, but the administration will be paid on December 15th, 2022. Trying to find employees has been difficult during these times.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$124,750
<b>Budgeted Expenditures in SFY 2023</b>	\$7,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$132,250</u>

**Status**

Task Force Review

Line Item ID: 239-3-0025



**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**

Instruct JAG Program

**Account Number**

79.1000.320.00

**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**

New: This program will be at our Junior/Senior High School to work with at-risk students, especially those who are struggling to get back on track due to learning loss during the Covid shutdown

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$11,220
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$11,220
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$22,440</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item; Justification: Clarification – Please provide additional information explaining the expenditure as it relates to COVID-19. Is this the implementation of a new JAG program? Is the expenditure for personnel or expenses to implement the program?

Line Item ID: 239-3-0026

**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**

Teacher FICA ESSER III

**Account Number**

79.1000.220.00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**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**

This is a change: FICA for Summer School, After-School Staff, Para Support, Sub Support, and One Teacher

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,800
<b>Budgeted Expenditures in SFY 2023</b>	\$6,558
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$22,358</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: this line was originally only for FICA, in the total amount of \$8,000

Line Item ID: 239-3-0003

**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**

Sub Teacher COVID

**Account Number**

79.1000.110.04

**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**

These funds are used to help with the everchanging quarantines that happen and these staffers are available at all times to step in and help.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$40,000</u>
---------------------------	-----------------

**Status**

Approved

**Line Item Comment from KSDE**

Applicant responded via telephone: Hired 2 full-time substitutes to be used in each building.

Line Item ID: 239-3-0004

**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**

Paraeducator

**Account Number**

79.2100.120.02

**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**

We will use this paraeducator to help with our title reading program to help learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$15,000</u>
---------------------------	-----------------

**Status**

Approved

Line Item ID: 239-3-0005

**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**

Teacher Summer School COVID

**Account Number**

79.1000.110.03

**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**

Funds will be used to have summer school teachers for academic needs and social emotional needs. 10 Certified teachers for 100 students

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,000
<b>Budgeted Expenditures in SFY 2023</b>	\$23,000
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	<u>\$49,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

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.

Line Item ID: 239-3-0006

**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**

Aid Summer School

**Account Number**

79.1000.120.01

**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**

Funds will be used to have summer school aides for academic needs and social emotional needs. 5 classified staff for 100 students

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$4,500
<b>Total Expenditures</b>	<u>\$15,500</u>

**Status**

Approved

Line Item ID: 239-3-0007

**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**

Teacher After-School COVID

**Account Number**

79.1000.110.02

**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**

Funds will be used to have after-school program teachers for academic needs. 8 teachers-60 students

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,500
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	<u>\$28,500</u>

**Status**

Approved

Line Item ID: 239-3-0008

**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**

Aide After-School COVID

**Account Number**

79.1000.120.02

**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**

Funds will be used to have after-school program aides for academic needs. 4 classified-60 students

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,500**Budgeted Expenditures in SFY 2024** \$4,500**Total Expenditures** \$9,000**Status**

Approved

Line Item ID: 239-3-0011

**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**

Premium Pay for Classified COVID

**Account Number**

79.1000.120.01

**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**

Providing extra pay for classified staff who will be returning to work during this pandemic. Trying to find employees has been difficult during these times.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$40,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$40,000**Status**

Approved

**Line Item Comment from KSDE**

Applicant responded via email: 44 classified staff will be paid Premium Pay. \$1,000 if they are full-time employees and \$750 if they are part-time employees. The anticipated date is September 15, 2021.

**Allocation Type**

Direct Allocation

**Is 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**

79.1000.644.00

**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**

ELA curriculum for our K-3 that will give us an opportunity for at-home learning, learning loss, and strategies to help improve learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0242

Status  
Approved

## KSDE Application Comments

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Weskan	219 Coyote Boulevard, Weskan, KS 677624004	219 Coyote Boulevard, Weskan, KS 677624004
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Amy Rother	arother@weskanschools.org	(785) 943-5222

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Amy Rother	superintendent	arother@weskanschools.org	(785) 943-5222

## 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/1Pm8nv0kk2tbvY10JYuZv-OYPfv5C4vFztPTG5uWKYSQ/edit?usp=sharing>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We have used ESSER I funds for cleaning supplies, masks, and other mitigation supplies. For ESSER II funds, we focused on evidenced-based reading and math curriculum to mitigate learning loss. In ESSER III, we will continue to improve our technology in case we should have to return to remote learning, as well as provide summer school, tutoring, a remediation aide, preschool curriculum, and textbooks for better aligned programs so that we can hopefully get our kids caught back up from the COVID slide. The ESSER III 20% set aside for learning loss will be used specifically for a jh/hs tutor, summer school, a new elementary aide, and new reading and math curriculums. The aides and tutors will use these evidenced-based reading and math programs to get caught back up by providing systematic, vertically-aligned programs.

## 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



During the student back-to-school meeting on August 17, 2021, at 7:50-8:15 a.m., Mrs. Rother discussed the ESSER III with all jh/hs students to gain their input. The students voiced they were very interested in getting new computers and in getting a computer program back in our schedule with a new computers teacher. We formed a computer committee, which included a student representative, to help choose which new computers we needed, and we worked with the NHS students to decide which computer programs were important to teach. Kids know a lot about technology and were very helpful in selecting them! We also gave students a survey asking their opinions on what would be important to use our funds on. Top 3 Student Survey Results: computers teacher, curriculum, computers. Because of the student voiced need for 1-1 laptops, we moved that to a high priority, wrote another grant to help fund a portion of these, and used student helpers to help us choose what to order. We also added a computers program back into the schedule and will order new reading and math curriculums. In addition, we hope to help mitigate learning loss for this group by hiring summer school teachers, a jh/hs before and after school tutor, and an additional elementary aide.

## **Families**

We emailed parents about a public hearing on 8/7/21, as well as held a public hearing about it on Monday, 8/9/21. We also emailed out a parent survey. Parent survey top 3 results: Aide, curriculum for reading/math, additional technology. We used this information to budget in an elementary aide. Teachers then began researching math and reading curriculums, and parents and teachers have worked together evaluating our new curriculum for our local needs. We also sent out a survey asking if families had 1-1 devices at home, and we found out that when we add all of our devices together, we were still 27 laptops short of meeting our 100 student population needs, so we added in ESSER II & III funds and an Emergency Connectivity Grant to get 27 more laptops to meet this need.

## **School and District Administrators including Special Education Administration**

There is only one administrator in this district. I reached out to myself quite well :). The administration see a need for a computers teacher and summer school the most. A survey was also sent to the special education department. They recommended to look at curriculum, aide, summer school, computers. All of this input was used to help develop our plan. We feel special education students will especially benefit from the extended learning activities of summer school and before/after school tutoring.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We discussed the ESSER III funding needs and uses at teacher in-service on August 12, 2021, at 8:00 a.m. This meeting included building and district leadership council members and Weskan Teacher's Association members, as well as teachers and paras. Elementary teachers wanted an extra aide in the in the 2023-24 school year especially, so that they had a few years to implement the new curriculum then had an aide to provide Tier 2 (small group) and Tier 3 (1-1) support for that curriculum. They also suggested specific types of desks to space out students better, so we added that to the list of items. A teacher survey was also given. The top 3 from that survey were: computers teacher, curriculum, technology. All of this information was used to create our ESSER III plan.

## **Tribes**

While our student information system did not indicate we had any tribal students in our district, we reached out to the following tribes in our state with a survey to seek feedback regarding suggestions to best meet the needs of Native American students:

Tribes we contacted: Alex Red Corn (Osage)

Assistant Professor of Educational Leadership, Coordinator for Indigenous Partnerships, Co-Chair of the K-State Indigenous Faculty and Staff Alliance (IFSA) aredcorn@ksu.edu, Jennifer Attocknie (Comanche) Lawrence Public Schools Coordinator for Native American Student Services (NASS) jattockn@usd497.org, Max Bear,

Cheyenne & Arapaho Tribes mbear@c-a-tribes.org

Survey: <https://forms.gle/KEvop7uy858fsejR8>

While we did not hear back from anyone at present, we have still implemented the following supports which we believe will benefit our Native American students:

\*Summer School

\*JH/HS Tutoring

\*Reading/Math Curriculums

\*Elementary Aide for additional support

Should we hear back from any tribe, we will use their survey to consider future adjustments to our plan.

## **Civil Rights Organization including Disability Rights Organizations**

Sent survey to: [info@aclukansas.org](mailto:info@aclukansas.org) American Civil Liberties Union of Kansas, Kansas Action for Children (sent link via their website contact page: <https://www.kac.org/contact>), Kansas National Association for Advancement of Colored People (sent via their website contact page <https://kansasnaacp.org/contact/>). Here is a link to the survey I sent: <https://forms.gle/SPFvs5G5Pkcp3udt6>

We reached out to the civil rights organizations in Kansas above with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights. The top items listed from this population from the survey were: behavioral supports, social emotional learning, facility upgrades, and early learning. We take the information from these surveys under consideration to help us develop our plan. The planning team decided to add in early childhood curriculum that aligns with our elementary program in part because of these results. In addition, we feel these strategies will help this specific population:

- tutoring
- summer school
- additional individual seating for facility safety
- early childhood curriculum

### **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 ESL teachers suggested providing textbooks in different languages, as needed, as this was one concern in purchasing new curriculum. We only have one family with foster children, and administration met with them at the beginning of school to assess needs their needs. We sent a survey to all parents and teachers that work with these special populations. They felt computers, curriculum, and an aide were important. One parent mentioned mental health care was important. We decided not to include more mental health services at this time due to lack of qualified people in our area and due to the fact that only one parent voiced this. However, that is now on our radar, and if needed, we can use other funds for that concern. We used all of this feedback to build our ESSER III spending plan. We feel the tutoring, aide, summer school, and curriculum will be very beneficial for underserved populations to mitigate learning loss. Having a systematic reading curriculum that explicitly teaches phonemic awareness, phonics, and vocabulary will be especially useful for our ELL students as they learn a new language. The tutoring and aide will be a benefit for providing extra learning opportunities and reteaching opportunities for our underserved populations, especially our children in foster care and children with disabilities, as well.

### **Provide the public the opportunity to provide input and take such input into account**

We had a public hearing over the proposed ESSER III budget before the regular school board meeting on August 9, 2021. We also sent a survey to all parents. Parent survey top results: Aide, curriculum for reading/math, additional computers. The administration met with community organizations to gain input on ESSER III funding ideas on December 1, 2021, at 12:00 at the diner in Sharon Springs, KS, too. Representatives from the following groups were invited, and around 15 representatives attended: Service Organizations, Food Bank, Firefighters, EMTs, Museum, Strand, WCAA, Churches, Scouts, 4-H, Cruisers/Rotary for Car Show, Weskan CIA, WCCCC, Golf Club, Prairie Village, County, City, Chamber of Commerce, Amusement Ass'n, State Representatives, Schools, Rotary Club, Health Care, Student Council, 4-H Council, & Booster Clubs. Their comments included wondering if we should spend money on COVID testing kits, although we have been able to get testing adequately from the public health and hospital, as needed, so we did not include that in our plan. They also suggested technology, and particularly specific programs we teach on the computers, as many of them are businesses and see the importance of typing, Microsoft products, google products, and Quickbooks. One also liked the idea of student desks to space students out more. Because of this, we added Quickbooks to our agriculture leadership class, although we did not use ESSER funds for this specific program. We used all of their input and ideas to help formulate our plans for the ESSER III moneys.

### **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.**

Prek-12th graders suffered a learning loss due to the COVID-19 shut down.

On the Star Math Assessments, from Winter 2019 to Fall 2020, 16% of our student body that was on grade level fell to below grade level in the on watch or intervention categories, due to the Spring COVID shut-down. Overall, there was a two category drop for this 16% from at/above to down to intervention, skipping the on watch level.

On the Star Reading Assessments, from Winter 2019 to Fall 2020, 15% of our student body that was on grade level fell to below grade level in the on watch or intervention categories, due to the Spring COVID shut-down. In addition, our average ACT scores fell almost a whole point from 19.6 in 2019 to 18.7 in 2020.

The implications of social-emotional issues arising due to the COVID-19 stress is still being felt. Having students' entire lives disrupted, from not being able to attend school, to almost daily stress of who is going to be quarantined, to health issues arising from COVID exposure, to losing out in valuable experiences like prom, graduation, sports, music festivals, etc., our students have truly been affected emotionally by the COVID pandemic. Our students have had to deal with uncertainty, loss, and almost daily fluctuations in routines. These changes have been particularly difficult for students that had to attend school virtually while both parents worked. Virtual school was also very difficult for our at-risk and special education populations, who struggle learning and staying on-task with a normal school environment. Without the support of having an actual aide by their side, virtual school was especially problematic for them, and many failed classes that they would not have normally failed. We will be having to remediate and offer credit recovery classes for courses that we have never had to do before, as well as re-teach our students how to get back into the routine of school.

Our plan to mitigate this learning loss includes hiring a junior high/high school before and after school tutor, summer school teachers, an elementary aide, purchasing new reading and math curriculums. The aides and tutors will use the newly aligned, evidenced-based curriculums to help our students make gains. We are required to spend at least 20% of our ESSER III funds on learning loss, but because we feel this is such an important area, we will be spending about 33% in this category.

**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 plan to mitigate this learning loss includes hiring a junior high/high school before and after school tutor, summer school teachers, and an elementary aide to provide extra reteaching and support to our students. We plan to offer summer school for 60 hours per summer for jh/hs and 70 hours per summer for elementary students through the next three summers. We are adding in new evidenced-based reading and math curriculums to help mitigate learning loss. We will also require before and after school tutoring for students that have extended absences or have D's or F's in class, as well as any other students that choose to attend. The aides and tutors will use the newly aligned, evidenced-based curriculums to help our students make gains.

We are required to spend at least 20% of our ESSER III funds on learning loss, but because we feel this is such an important area, we will be spending about 33% in this category. Out of our \$82,627 ESSERIII moneys, we plan to spend \$12,867 on summer school, \$11,315 on a jh/hs tutor, \$10,861 on an elementary aide, and another \$5141.37 on curriculum. We feel the extra summer school, tutoring using our new curriculum, and having an additional elementary aide to provide reteaching in small group or one-on-one will give our students the best chance of succeeding.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We have researched and adopted new math and reading curriculums so we have vertically aligned, evidence-based best practices being used in our classrooms to try to combat the learning loss from COVID and online learning. We feel having current, comprehensive curriculums will help our students catch back up quicker from the COVID learning loss and will provide a more comprehensive alignment from grade to grade. The Amplify and My Perspectives programs were chosen because they closely follow the science of reading and provide direct instruction on phonological awareness, phonics, vocabulary, grammar, writing, and fluency. Our current program is home-made and does not provide systematic instruction in these areas from year to year. The Bridges Math and Illustrative Mathematics programs were chosen because they provide evidence-based hands-on instruction providing systematic building upon concepts--teaching the kids a broad understanding of mathematical thinking and problem solving instead of just memorizing math facts or shortcuts. Having these programs will provide a consistent way to build upon the instruction taught the previous years. Until now our reading and math programs did not provide vertical alignment, as they were teacher made, so there were gaps in learning. We feel having these programs will speed up our recovery of learning loss due to COVID by providing systematic, aligned programs.

With our remaining ESSER III funds, we will provide a part-time computer teacher to teach typing, Google app, and Microsoft product skills to our students. We will also use ESSER III funds to purchase technology and desks so we can spread out our students to reduce COVID exposure, as needed.

**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 a data committee that looks at the data of our students monthly to ensure that no student that needs services are left without them. We utilize grades, attendance, STAR reading and math, DIBELS, state assessments, and formative data to respond to each student's individual needs. We provide Student Improvement Team meetings with parents and students to meet with teachers to brainstorm ways to help struggling students. We also provide ESL services and special education plans for students that need it. We feel our disproportionately impacted families will especially benefit from the new summer school, tutoring, and curriculum, as well as having the opportunity to take home a school owned technology device now to complete assignments.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$82,627	\$0	\$82,627	ESSER III Allocations	\$16,526
Approved Total	\$80,286	\$0	\$80,286	Approved Total	\$35,044
Amount Left	\$2,341	\$0	\$2,341	Amount Still Needed	\$0
In Review Total	\$2,341	\$0	\$2,341	In Review Total	\$2,341
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
242-3-0016	Direct	True	1000	644	12	\$2,341	Task Force Review
242-3-0001	Direct	False	1000	110	5	\$29,406	Approved
242-3-0002	Direct	False	1000	220	5	\$2,250	Approved
242-3-0003	Direct	False	1000	260	5	\$30	Approved
242-3-0004	Direct	True	1000	110	11A	\$11,940	Approved
242-3-0005	Direct	True	1000	220	11A	\$915	Approved
242-3-0006	Direct	True	1000	260	11A	\$12	Approved
242-3-0007	Direct	True	1000	110	12	\$10,500	Approved
242-3-0008	Direct	True	1000	220	12	\$804	Approved
242-3-0009	Direct	True	1000	260	12	\$12	Approved
242-3-0010	Direct	False	1000	644	12	\$2,799	Approved
242-3-0011	Direct	True	1000	120	12	\$10,080	Approved
242-3-0012	Direct	True	1000	220	12	\$771	Approved
242-3-0013	Direct	True	1000	260	12	\$10	Approved
242-3-0014	Direct	False	1000	700	9	\$7,085	Approved
242-3-0015	Direct	False	1000	700	15	\$3,672	Approved

## Line Item Details

Line Item ID: 242-3-0016

**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**

Textbooks

**Account Number**

07-1000-644-3

**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**

To better improve our reading instruction, we have adopted Amplify CKLA, a K-5 evidenced-based reading curriculum. This curriculum is very heavily based on the science of reading. The science of reading requires direct phonics instruction and interventions for students not at grade level. Because of the remote learning and extra COVID absences, we feel like the best way to help our students catch up in reading will be to add more tier 2 and tier 3 direct instruction for those that need it. We would like to purchase justright readers (phonics based decodable readers) for tier 2 and tier 3 reteaching for K-3. These readers are not a curriculum in themselves; they are just supplemental decodable readers--helping reteach specific phonemes for each reader (th, sh, ng, oy, etc.). These will be awesome because they can be taken home for practice, and they are specific to the 44 phonemes taught in the science of reading, as we have learned about in our state initiative LETRS trainings as well as in our Amplify curriculum. We would like to add these supplemental materials for summer school, tier 2 and 3, and take home reinforcement. We believe having supplemental materials to reteach specific phonics skills is vital to giving our students the best chance of success in learning to read.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,341
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,341</u>

**Status**

Task Force Review

Line Item ID: 242-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary

**Account Number**

07-1000-110-3

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular 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**

We have realized our students are not well prepared for the virtual learning environment. In order to prepare for if we have to go back online, we need to teach our students how to use computers better. One issue we have is that we have 0 computer teachers in our district. We now know how important it is to teach the kids how to use technology. We want to hire a part-time computer teacher (29% of the day) to teach 3 computer classes since we currently do not have this. This person will teach one class of 7th grade keyboarding, one class of 8th grade computers which will include how to use Google apps, and one class of a lower hs level computers to teach 9-10th graders how to use Microsoft products, as well as more advanced online systems. We will also help inventory computers, get the right technology to the right kids, and identify further technology needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$9,657**Budgeted Expenditures in SFY 2023** \$9,802**Budgeted Expenditures in SFY 2024** \$9,947**Total Expenditures** \$29,406**Status**

Approved

Line Item ID: 242-3-0002

**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

**Account Number**

07-1000-220-3

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**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**

Soc. Security Expenses for Part-Time Computers Teacher

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$739**Budgeted Expenditures in SFY 2023** \$750**Budgeted Expenditures in SFY 2024** \$761**Total Expenditures** \$2,250**Status**

Approved

Line Item ID: 242-3-0003

**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**

Other- Unemployment

**Account Number**

07-1000-260-3

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**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**

Unemployment for Part-Time Computers Teacher

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$10**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$30**Status**

Approved

Line Item ID: 242-3-0004

**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**

Certified Salary

**Account Number**

07-1000-110-3

**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**

In order to help with the COVID learning loss, we'd like summer school for the next three summers. This money will provide 70 hours of instruction for elementary students and 60 hours of instruction for jh/hs students for each summer for the next three summers. We will hire 2-4 certified teachers at their per diem rate to provide these extra hours of learning. Activities will include: reading and math remediation, reading/math tutoring, credit recovery courses, and enrichment activities. We hope to utilize our summers to help our students get back on track. All students will be allowed to attend summer school, but we will focus on recruiting students who have failed courses or are academically behind by calling their parents and recruiting them especially.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,980**Budgeted Expenditures in SFY 2023** \$3,980**Budgeted Expenditures in SFY 2024** \$3,980**Total Expenditures** \$11,940**Status**

Approved

Line Item ID: 242-3-0005



**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**

Social Security

**Account Number**

07-1000-220-3

**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**

Social Security for Summer School Teachers

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$305
<b>Budgeted Expenditures in SFY 2023</b>	\$305
<b>Budgeted Expenditures in SFY 2024</b>	\$305
<b>Total Expenditures</b>	<u>\$915</u>

**Status**

Approved

Line Item ID: 242-3-0006

**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**

Other- Unemployment

**Account Number**

07-1000-260-3

**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**

Unemployment for Summer School Teachers

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4
<b>Budgeted Expenditures in SFY 2023</b>	\$4
<b>Budgeted Expenditures in SFY 2024</b>	\$4
<b>Total Expenditures</b>	<u>\$12</u>

**Status**

Approved

Line Item ID: 242-3-0007

**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**

Certified Salary

**Account Number**

07-1000-110-3

**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**

We will hire a head teacher jh/hs for tutoring for \$3500/yr. to take on additional duties due to COVID learning loss and extended absences due to quarantines or illness. This person will provide tutoring support to junior high and high school students that miss extended class time. She will use our new programs (see curriculum/learning loss info. in following sections) and their specific intervention sections to provide additional learning opportunities for students. Should a student miss more than 6 school days during a semester, this person will ensure the student makes up time hour-for-hour in tutoring. In addition, to help students who may fail, we have implemented a new policy where we will require every 7-12 grade student who has a D or F to attend tutoring for 20 minutes per week before or after school. We are on a four-day school week, so some Friday tutoring may also be needed. The head teacher will provide tutoring for a half hour before school and an hour after school MondayThursdays. She will make sure they attend, contact parents to help problem solve any issues with coming to tutoring, and will provide tutoring services. This will help catch up kids academically who have had extended absences.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$3,500
<b>Total Expenditures</b>	<u>\$10,500</u>

**Status**

Approved

Line Item ID: 242-3-0008

**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

**Account Number**

07-1000-220-3

**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 for JH/HS Tutor

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$268
<b>Budgeted Expenditures in SFY 2023</b>	\$268
<b>Budgeted Expenditures in SFY 2024</b>	\$268
<b>Total Expenditures</b>	<u>\$804</u>

**Status**

Approved

Line Item ID: 242-3-0009

**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**

Other- Unemployment

**Account Number**

07-1000-260-3

**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**

Unemployment for JH/HS Tutor

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4
<b>Budgeted Expenditures in SFY 2023</b>	\$4
<b>Budgeted Expenditures in SFY 2024</b>	\$4
<b>Total Expenditures</b>	<u>\$12</u>

**Status**

Approved

Line Item ID: 242-3-0010

**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**

Textbooks

**Account Number**

07-1000-644-3

**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**

We have researched and adopted new math and reading curriculums so we have vertically aligned, evidencebased best practices being used in our classrooms to try to combat the learning loss from COVID and online learning. In the 2021-22 school year, we would like to purchase Prek Bridges Math for \$1388 and Prek Amplify Reading for \$954. This will allow our early childhood programs to align with the elementary program. I have also allotted \$799-\$1000 per year for textbooks for our new programs: Prek-5th Grade Bridges Math, Prek-6th Grade Amplify Reading (which is aligned completely to the Science of Reading), 6-8th grade Illustrative Mathematics, and 6-12 grade My Perspectives Reading Curriculum. We feel having current, comprehensive curriculums will help our students catch back up quicker from the COVID learning loss and will provide a more comprehensive alignment from grade to grade. Because of COVID, on the Star Math Assessments, from Winter 2019 to Fall 2020, 16% of our student body that was on grade level before COVID fell to below grade level in the on watch or intervention categories. Overall, there was a two category drop for this 16% from at/above to down to intervention, skipping the on watch level. On the Star Reading Assessments, from Winter 2019 to Fall 2020, 15% of our student body that was on grade level before COVID fell to below grade level in the on watch or intervention categories. In addition, our average ACT scores fell almost a whole point from 19.6 in 2019 to 18.7 in 2020. To combat this reading and math learning loss, we have researched and adopted new math and reading curriculums. The Amplify and My Perspectives programs were chosen because they closely follow the science of reading and provide direct instruction on phonological awareness, phonics, vocabulary, grammar, writing, and fluency. Our current program is home-made and does not provide systematic instruction in these areas from year to year. The Bridges Math and Illustrative Mathematics programs were chosen because they provide evidence-based hands-on instruction providing systematic building upon concepts--teaching the kids a broad understanding of mathematical thinking and problem solving instead of just memorizing math facts or shortcuts. Having these programs will provide a consistent way to build upon the instruction taught the previous years. Until now our reading and math programs did not provide vertical alignment, as they were teacher made, so there were gaps in learning. We feel having these programs will speed up our recovery of learning loss due to COVID by providing systematic, aligned programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$799
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,799</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**

Non-certified Salaries

**Account Number**

07-1000-120-3

**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**

We would like to give our new curriculums two years to catch kids back up. For the third year, we plan to hire an early childhood/elementary aide to add additional support for any students that are not yet back on grade level. This money would hire one aide for 7 hours per day at \$10/hr. for 144 school days. This aide would use the evidenced-based curriculums and work 1-1 or in small groups to provide further support for any students that need it.

<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>	\$10,080
<b>Total Expenditures</b>	\$10,080

**Status**

Approved

Line Item ID: 242-3-0012

**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**

Social Security

**Account Number**

07-1000-220-3

**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 for aide

<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>	\$771
<b>Total Expenditures</b>	\$771

**Status**

Approved

Line Item ID: 242-3-0013

**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**

Other- Unemployment

**Account Number**

07-1000-290-3

**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**

Unemployment for aide

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$10**Status**

Approved

Line Item ID: 242-3-0014

**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**

Technology supplies

**Account Number**

07-1000-700-3

**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**

Purchased 14 laptops from CDW-G to send home with students during to COVID quarantines and also for cleanliness so students don't have to share equipment. We also purchased these to reduce COVID learning loss, as our new reading program that we bought with ESSERII funds has online portions that the students now need their own devices for. The laptops will be used with that program to hopefully catch students back up. We received an ECF grant that helped pay for a portion of the total \$12,740 cost of these devices.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,085**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,085**Status**

Approved

Line Item ID: 242-3-0015

**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**

Property (Equipment &amp; Furnishings)

**Account Number**

07-1000-700-3

**Function Code**

1000 - Instruction

**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 need to buy 18 more desks so that classrooms can have desks instead of tables to be able to spread kids apart, as per CDC guidelines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,672
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,672</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0248

Status  
Approved

## KSDE Application Comments

Stakeholder Engagement Feedback

For Civil Rights Organizations - Special Education Cooperatives are not a civil rights organization.

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>
Girard	415 North Summit, Girard, KS 667431128	415 North Summit, Girard, KS 667431128
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Blaise Bauer	bbauer@girard248.org	(620) 724-4325

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Blaise Bauer	Superintendent	bbauer@girard248.org	(620) 724-4325

### Other District Representative 1 - Name

Laureen Masters

### Other District Representative 1 - E-mail Address

lmasters@girard248.org

### Other District Representative 2 - Name

Todd Ferguson

### Other District Representative 2 - E-mail Address

tferguson@girard248.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.girard248.org/vimages/shared/vnews/stories/601c12ada0e72/USD%20248%20Return%20to%20School%20Guide%20\(1\).pdf](https://www.girard248.org/vimages/shared/vnews/stories/601c12ada0e72/USD%20248%20Return%20to%20School%20Guide%20(1).pdf)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?



Our school district has relied on the Crawford County Health Department as our guidance for making COVID mitigation decisions. Throughout this COVID pandemic, we have not varied from this. If they recommend it, we implement it. We will continue to follow their lead and guidance in the implementation of COVID protocols in our schools. Moving forward as recommended by our health department, we will continue our COVID testing program for staff and students. This will allow us to identify individuals who may be COVID positive and also help us keep students/staff in school who may have otherwise been quarantined. To keep this practice in place, we plan to retain the services of our testing team with assistance of KDHE and ESSER III Funds. In addition, we will keep PPE's (masks, hand sanitizer, food service equipment that will allow for social distancing, shields, etc.) in stock and continue to provide options/products for proper social distancing, especially in the area of food service.

We also plan to continue the employment of a full-time school therapist and an additional school nurse. Both positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs.

Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The superintendent of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER 3 plan, explain (with examples) the allowable uses that ESSER III dollars might be used for, and to receive feedback and input on what they would like to see in the plan. While in this meeting, the students completed an on-line survey to express their thoughts regarding the ESSER III plan. There were also students who participated in the online community survey, which was open to anyone who wanted to respond. When students were asked about their thoughts and ideas that should be included in the plan, the top three allowable uses that they identified were #1-continuing technology upgrades, #2 - facility upgrades that support student health needs and #3 - additional personnel and staff support for academic interventions. The students also expressed their appreciation for the supports that were in place during the past school year (testing program, school nurse, school therapist, etc..)

### Families

The superintendent sent a personal email to every USD 248 parent/guardian explaining the ESSER III plan and how it can impact our school district. In this email, families had an opportunity to complete a survey to express what they perceived as the most important needs in our school district to address the COVID pandemic and its fallout. In addition, every school board meeting since August of 2021 has included a board agenda item that provides ESSER updates and input. Our family/community survey had 305 responses. The breakdown included 212 (69.5%) parent/guardians, 32 (10.5%) students, 86 (28.2%) faculty members, 15 (4.9%) school administrators/board members, 5 (1.6%) individuals identified as Native American, 7 (2.3%) Self/Parent/Guardian for a child with disabilities, 4 (1.3%) Self/Parent/Guardian for a child in foster care, 33 (10.8%) School Community Patrons and 16 (5.2%) School Community Business Owner/Patron. The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were #1 (187 responses or 61.3%)-continuing technology upgrades to support learning, #2 (183 responses or 60%) - Facility upgrades that support student health needs, and #3 (177 responses or 58%) - Additional personnel and staff support for academic interventions. The next three levels supported the use of additional personnel (covered in ESSER 2), summer learning programs (addressed in ESSER 1 & 2), and additional behavior support (covered in ESSER 2).

### School and District Administrators including Special Education Administration

Our school district employs five full-time administrators, 1 food service director, 1 maintenance director and 1 transportation director. We also have a shared Special Education Director with the SEK Special Education Cooperative. All parties have been actively involved for the past 7 months in developing the ESSER 3 plan, thus there was the approval/consensus of the plan. Many meetings have taken place to discuss the upcoming needs for our district in regards to addressing all components of the COVID pandemic and its aftermath. In addition, all school administrators and special education administrator's participated in the ESSER III on-line survey.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The superintendent met with all staff in the district on three different occasions during scheduled in-service days to discuss the ESSER III plan. All staff included classified and certified. During these meetings, the superintendent explained the ESSER III application process and specifically, the allowable uses that might be considered for ESSER III funding. The building principals met weekly with the superintendent during administration meetings to discuss ESSER needs. They, in turn, have addressed the ESSER III plan in their perspective staff meetings for the past several months. In addition, the school district met directly with the Girard Teachers Association to address funding needs of students, the community and staff. Lastly, all parties in this group were invited to complete the ESSER III funding survey to provide input and prioritize the possible funding request for allowable uses.

## **Tribes**

Our school information system indicates that we have 5 students/staff in the district who identify as Native American. None, to our knowledge, are connected to a tribe. The superintendent personally reached out individually to each of these members through face-to-face contact and through a personal email that detailed the ESSER III application process and the allowable uses that might be considered for funding. All five individuals completed the on-line survey and expressed their perceived needs, educationally and emotionally, for continuing and/or new resources that might be considered with ESSER III funding. The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 - continuing technology upgrades, #2 - expanded social/emotional/mental health services, and #3 - after school programs to support academics.

## **Civil Rights Organization including Disability Rights Organizations**

We worked closely with our local special education cooperative actively to support students with disabilities to ensure our plans meet the needs of all students. The SEK Interlocal collaborates with member districts in providing special education and related services to identified district students. The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community. Our local SEK cooperative offered the following input that was considered in our ESSER III application:

Need: In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

\*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

\*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

\*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

\*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

\*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

\*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

The district also reached out to Lane Williams, the legal director for the Disability Rights Center of Kansas. He provided this input that we took into consideration when developing our plan:

"The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational 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."

**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 data in our school information system indicates that we do not have any students identified as homeless, migrant or incarcerated. To seek input from parents/guardians for students with disabilities, English learners, in foster care and other underserved students, the superintendent sent a personal email to all the parents/guardians explaining the ESSER III application process and the allowable uses that we may consider to request ESSER III funding. In this email, they were invited to complete an on-line ESSER III survey to provide personal input. We also had personal face-to-face communication with our ESOL parents and students in Foster Care to better explain the ESSER III application. In addition to reaching out to our parents/guardians of students with disabilities, we also requested input from our local special education cooperative for their input on how we can better serve this population moving forward in regards to the COVID pandemic and it's aftermath. Below is a breakdown of our survey information:

Self/Parent/Guardian/Representative for a child with disabilities: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were: #1 - additional support for academic intervention, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (ESOL): The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -additional personnel and staff support for academic intervention, #2 - additional instructional materials and resources, and #3 -facility health upgrades.

Self/Parent/Guardian/Representative for a child in foster care: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -facility health upgrades, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

### **Provide the public the opportunity to provide input and take such input into account**

The public is welcome to provide patron comments at our Board of Education meetings. Since August of 2021, we had an agenda item for our board meetings that provided ESSER updates/information/comments. In addition, we made a survey link available to our district stakeholders to provide input on what they perceived would be the greatest needs in our school district to address student needs in regards to COVID and its aftermath. The superintendent also reached out to our Chamber of Commerce Director to help solicit input from our business community. An email that detailed the ESSER III application process and the allowable uses that might be considered for ESSER III funding was sent out to all the business members of our local chamber. All members were invited to complete an ESSER III funding survey to provide individual input. The district also reached out to our public for input at PTO, Site Council and Strategic Planning committee 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.**

During the 2021-22 school year, USD 248 was open and in session for face-to-face instruction. However, we had many disruptions due to COVID. 235 students and 45 staff members were infected with COVID. In addition, we had 447 students and 23 staff members who were in quarantine and not able to be in school at some point during the year. This obviously impacts academic and social/emotional progress. Below is a building-by-building synopsis of impact that we know COVID has inflicted on learning and social/emotional development/progress of our students:

Haderlein Elementary School (PreK-5):

All students PreK-5th grade take the Fast Bridge Assessment (Universal Screener) and the DRA (Developmental Reading Assessment). This data is used to drive our instruction to find out early on where reading gaps are, so we can give diagnostic assessments as needed to drill down to the exact need and make a plan for support. According to the Developmental Reading Assessment, in the Winter of 2021, 74% of students were at or above the benchmark while 26% did not reach the benchmark. Last year at this time (Winter of 2020), 60% of students were at or above the benchmark while 40% did not reach the benchmark. While this is an improvement overall, our building goal is to increase the percentage of students scoring proficient in reading and to solidify foundational skills in the early grades for all students to ensure success in later years.

Looking at Universal Screening data from December of 2020 to December of 2021. Students increased from 60% scoring at the Tier 1 level to 75%. Our goal is to be at 80% by the end of each school year. Our Tier 3 population went from 24% in December of 2020 to 16% in December of 2021. Our goal for students scoring Tier 3 at the end of each year is 5%.

#### Social Emotional Screener

This is our first year offering a social emotional screener to our students. Since we continue to see a great need in this area, we hope this data will be valuable in decision making around the best ways to support our students. All 2nd-5th grade students completed the mySAEBRS screener. This is a self-assessment taken individually.

At the second grade level, 65% showed a low risk with 35% of students showing some risk. Within our 3rd grade, 91% showed a low risk with 9% of students showing some risk. At our 4th grade level, 93% showed a low risk, 5% of students showed some risk, and 2% showed a high risk. Within our 5th grade, 82% showed a low risk, 15% showed some risk, and 3% showed a high risk. This data is based on our 2021 winter benchmark.

Compared to our district level and considering 2nd-12th grade scores, 80% of the student group scored as low risk, 16% scored some risk and 4% showed a high risk.

#### Girard Middle School (6-9):

As we look at academic data for Girard Middle School students, we have seen an increase in the number of students who have been negatively impacted due to a loss of learning time as a result of Covid-19. Girard Middle School uses STAR reading as a measurement for academic progress of students. This nationally normed test is used to identify at risk students and helps us make academic decisions for students.

8th grade students have seen the highest level of negative impact. In the 2019-20 school year 3 students or 6% of the class was below the 10% rank. These students were 6th graders during the "Covid" year, when students lost in person classes during the 4th nine weeks. During the 2020-21 school year 7 students or 12% of the class scored below the 10% rank for the STAR assessment. During the 2021-22 school year the number of students below the 10% rank is 8 students or 14% of the class. As we look at the other end of the spectrum, students who were at above the 40th percentile rank in 2019-20 we had 31 students or 57% of the class. By the 2020-21 school year that number decreased to 28 students or 47% of the class. During the current school year 21-22 the number increased to 29 students above the 40% rank of 52% of the class.

As we look at the 7th graders, they have only used the STAR test for two years but we can see a negative trend with them as well. In the 2020-21 school year 10 students or 14% were below the 10% rank. In the 21-22 school year we have 12 students or 16% below the 10% rank. As you can see we have seen a negative increase in the amount of students below the 10% ranking based on STAR assessments. This is tied directly to the learning loss associated to Covid-19.

#### Girard High School (9-12):

As we look at the impact of the Covid 19 pandemic on educational skills and attainment at Girard High School, we can point to numerous data points that show an almost three-year window of impact that we have not seen previously at GHS.

The first data point we have looked at is the STAR test that measures a student's overall reading level. This test has been for well over 15 years at GHS and we have never seen the lack of increases like we have during the Covid 19 pandemic. Rarely, if ever, have we seen students who were not in the bottom benchmark percentile increase. This percentile mark would be below the 10th percentile as normed nationally. Over the past two years, every grade level at GHS has seen at least a 6% increase in this category. In comparison, over the last fifteen years we have only had one class show this much increase in this category.

The second data point that shows the negative impact of Covid 19 is the district's overall ACT composite. Over the past two years our district composite while still about the state average has dropped. The past two years the composite average has been 20.8 and 19.7, these scores are the lowest the composite scores the GHS has had by almost one point over the past 10 years.

The third data point to show the negative impact of Covid 19 is the measurement of chronic absenteeism, which is defined by the state as if the student misses more than 10% or more days of school. USD 248, while still well above the state average, has shown an increase of over 2% over the past two school years.

Overall, we have not seen a disproportionate impact on our special populations other than our IEP students who have missed school due to COVID infection and/or quarantine. We have noticed an increase in overall school discipline issues that we also believe can be attributed to COVID and the uncertainties/disruptions it places on our 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)**

The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss. The research indicates that students participating in these types of programs can maintain and gain in their learning experiences over the summer months and/or extended day. Besides direct learning and enrichment for students, the research shows that the instructional staff must be actively involved in continuous learning to enhance their teaching. The district will provide this support through multiple avenues. Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratios and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success. All these factors and input from our stakeholders have helped us define how we will use ESSER III Funds to address and implement evidence-based interventions of support. Based on our input from all stakeholders, our goal will be to request approximately 32% of our ESSER III Grant award toward identified evidence-based practice programs/resources. Listed below are some of the evidence-based interventions that we would like to fund with ESSER III dollars:

- \*Implement summer enrichment programs and credit recovery services (district wide) - KSDE approved EBP
- \*Provide re-search based professional learning opportunities for staff (district wide) - Research to support (National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report>)
- \*Reduced Class Size (PreK-5) - KSDE approved EBP (Hire additional staff)
- \*Sanford Harmony for Social Emotional Learning (PreK-5) - KSDE approved EBP
- \*Positive Behavior and Intervention Support (PreK-5) - KSDE approved EBP
- \*Growth Mindset (district wide) - KSDE approved EBP
- \*MTSS Behavior (PreK-8)-KSDE approved EBP
- \*Second Step (PreK-6) - KSDE approved EBP
- \*Moby Max (PreK-6) - KSDE approved EBP
- \*Reader's Theatre (PreK-6) - KSDE approved EBP
- \*Math Fluency Practice (PreK-6) - KSDE approved EBP
- \*Guided Reading (PreK-8) - KSDE approved EBP
- \*Explicit and Systematic Instruction (5-8) - KSDE approved EBP
- \*Systematic Instruction in Phonological Awareness and Phonics (PreK-2) - KSDE approved EBP
- \*Second Step Curriculum (5-12)- KSDE approved EBP

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

After addressing learning loss and evidence based practices that will best serve our students due to the COVID pandemic and it's aftermath, the district will request funds that meet the requirement of acceptable uses that are consistent with the section 2001(e)(2) of the ARP Act. In determining what to address with the remaining funds, we will revert back to the highest priorities that were identified in our stakeholder input survey. The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were #1 (187 responses or 61.3%)-continuing technology upgrades to support learning, #2 (183 responses or 60%) - facility upgrades that support student health needs, and #3 (177 responses or 58%) - additional personnel and staff support for academic interventions. The next three levels supported the use of additional personnel, summer learning programs, and additional behavior support. These factors were used in determining how we would spend our allotted 1,552,876 million ESSER III dollars. Below is an estimated breakdown of ESSER III expenditure request for 2022-2024:

1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000
2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815
3. Facility replacement projects to improve indoor air quality (#2 from stakeholders) - \$335,061 (HVAC/Windows)
4. Additional personnel and staff support for academic intervention (#3 from stakeholders)- \$220,000 (110 X 2)
5. Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)
6. Social/Emotional supports - \$45,000
7. Environmental Supplies/Safety - \$150,000
8. Total estimated expenditures - \$1,552,876

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and the community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond. Most importantly, we will regularly monitor student behaviors and academic recovery/success using an array of data. If we don't see the desired results, we will make adjustments immediately.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,552,876	\$0	\$1,552,876	ESSER III Allocations	\$310,576
Approved Total	\$1,059,480	\$0	\$1,059,480	Approved Total	\$424,827
Amount Left	\$493,396	\$0	\$493,396	Amount Still Needed	\$0
In Review Total	\$62,350	\$0	\$62,350	In Review Total	\$62,350
Amount Left	\$431,046	\$0	\$431,046	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
248-3-0021	Direct	True	1000	110	12	\$55,000	Task Force Review
248-3-0022	Direct	True	1000	110	11B	\$7,350	Task Force Review
248-3-0001	Direct	False	2600	730	14	\$212,117	Approved
248-3-0002	Direct	True	1000	653	12	\$106,500	Approved
248-3-0003	Direct	True	1000	120	12	\$67,192	Approved
248-3-0004	Direct	True	1000	110	11A	\$23,520	Approved
248-3-0005	Direct	True	1000	110	12	\$2,520	Approved
248-3-0006	Direct	False	1000	120	10	\$67,192	Approved
248-3-0007	Direct	True	1000	110	11A	\$6,825	Approved
248-3-0008	Direct	True	1000	653	12	\$3,230	Approved
248-3-0009	Direct	True	1000	110	12	\$3,300	Approved
248-3-0010	Direct	True	1000	610	12	\$12,480	Approved
248-3-0011	Direct	True	1000	610	12	\$1,000	Approved
248-3-0012	Direct	False	1000	610	10	\$17,000	Approved
248-3-0013	Direct	True	2210	320	12	\$28,260	Approved
248-3-0014	Direct	True	1000	110	12	\$50,000	Approved
248-3-0015	Direct	True	1000	110	12	\$120,000	Approved
248-3-0016	Direct	False	2600	730	14	\$122,944	Approved
248-3-0017	Direct	False	2130	110	10	\$40,000	Approved
248-3-0018	Direct	False	1000	120	16	\$74,800	Approved
248-3-0019	Direct	False	1000	110	16	\$88,000	Approved
248-3-0020	Direct	False	1000	122	16	\$12,600	Approved

## Line Item Details

Line Item ID: 248-3-0021



**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**

SALARIES-ELEM TEACHER

**Account Number**

93524

**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**

(NEW ITEM) RVH KG Teacher: We have a very large incoming kindergarten class. Due to parent COVID concerns, many of these students have not had any pre-school prep. Our assessments indicate that many of these students are behind past incoming kindergarten classes academically and socially. Our kindergarten population includes a larger than normal at-risk student population, along with students that require small group academic support to meet their needs within the classroom. These students account for fifty percent of our incoming student population and specifically, this the marginalized population that we need to address. To keep our goal class size (18-1 ratio), we are requesting a teaching position for our Kindergarten classes. This is needed for our students to build meaningful relationships with our staff while receiving as much one-on-one or small group instruction as possible. In order for students to master foundational skills, class sizes need to remain small and manageable, especially with this vulnerable age group. Also, in order to meet the increased mental health and behavioral issues due to trauma, home life, etc, class sizes need to remain small. We strongly believe that by adding an additional classroom teacher to reduce class size, this will help us better address the marginalized population of students who need to be targeted.

<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>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$55,000</u>
---------------------------	-----------------

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/21 Because this line item is marked for the 20%, please describe how it will address learning loss as it relates to 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: 248-3-0022

**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**

SALARIES-HS TEACHERS

**Account Number**

93522

**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**

(NEW ITEM) After School Tutorial: This program will be used to specifically target the marginalize population of At-Risk and Low Achieving students who have been most impacted by the COVID pandemic. Students that work in the program are already behind, or at a high risk of falling behind their academic peers. Through remediation and small group tutoring students will be brought up to 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>	\$7,350
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,350</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

6/21 Because this line item is marked for the 20%, please describe how it will address learning loss as it relates to 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: 248-3-0001

**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**

EQUIPMENT PURCHASES-DISTRICT

**Account Number**

93629

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**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**

GMS HVAC: Air quality can create a safe/healthier environment in our classrooms and help deter in the spread of COVID-19. We need to replace the original HVAC units in parts of our middle school that are 24 years old. We will also add filtration systems to enrich the air quality.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$212,117
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$212,117</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were... #2 (183 responses or 60%) - facility upgrades that support student health need... Facility replacement projects to improve indoor air quality (#2 from stakeholders) - \$335,061 (HVAC/Windows)." Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 248-3-0002

**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**

SOFTWARE-INSTRUCTIONAL-ELEM

**Account Number**

93569

**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**

RVH Teacher: (Reduced class size)

In order to close the learning gap for our students, and to keep class sizes smaller, we are requesting a teaching position in the primary grades to help with class size reduction. Smaller class sizes have a positive impact on overall student learning. Some examples of the positive impact include accurate, timely identification of student learning disabilities, higher overall student achievement, improved student behavior limiting classroom disruptions, and fewer high school dropouts. This request will be for the 2022-23 and 2023-24 school years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$53,250
<b>Budgeted Expenditures in SFY 2024</b>	\$53,250
<b>Total Expenditures</b>	\$106,500

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0003

**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-ELEM PARA

**Account Number**

93528

**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**

MTSS Para Position: (Small group instruction, 1:1 intervention)

Due to the number of students on quarantine throughout the past two years, consistent and targeted instruction for our academically at-risk students has been greatly interrupted. Our MTSS interventionist cannot give the same quality explicit instruction during remote learning session as they would in-person especially to our K-2 population that are easily distracted when they are not in-person. Our research-based interventions such as Barton Reading and Guided Reading Plus are successful with children in small group settings of one to three students that are in-person. We are requesting two additional years be added to our MTSS Para position, which was added with ESSER II funds. This individual provides differentiation and support to our Tier 2 and Tier 3 MTSS students, along with materials and resources needed within the classroom to meet all academic levels. Small group learning takes place with this individual, as well as 1:1 intervention support to close the achievement gap. This position is invaluable in helping us address learning loss from the COVID pandemic and it's aftermath.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$33,596

**Budgeted Expenditures in SFY 2024** \$33,596

**Total Expenditures** \$67,192

**Status**

Approved

**Line Item Comment from KSDE**

#3 (177 responses or 58%) - additional personnel and staff support for academic interventions.

Line Item ID: 248-3-0004

**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-ELEM TEACHER

**Account Number**

93524

**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**

RVH Summer School: We will offer students an extended learning opportunity throughout the month of June in 2022, 2023 and 2024. We will focus on closing the gap and providing interventions to meet individual student needs in the areas of reading, math, and social emotional curriculum. Students will attend Monday-Thursday from 8:00-11:00 for 4 weeks. Four staff members will receive \$35/hour, which would include 12 hours of instruction time and 2 hours of plan time weekly.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,840
<b>Budgeted Expenditures in SFY 2023</b>	\$7,840
<b>Budgeted Expenditures in SFY 2024</b>	\$7,840
<b>Total Expenditures</b>	<u>\$23,520</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0005

**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**

SALARIES-MS TEACHER

**Account Number**

93523

**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**

GMS Summer School: Due to learning loss because of Covid-19, GMS will offer students an extended learning opportunity throughout the month of June in 2022, 2023 and 2024. We will focus on closing the gap and providing interventions to meet individual student needs in the areas of reading, math, and social emotional curriculum.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$840
<b>Budgeted Expenditures in SFY 2023</b>	\$840
<b>Budgeted Expenditures in SFY 2024</b>	\$840
<b>Total Expenditures</b>	<u>\$2,520</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0006

**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-ELEM PARA

**Account Number**

93528

**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**

**RVH Focus Room Para:**

Over the past two years we have seen a decline in student behavior at our school. Due to COVID protocols, long quarantines, and our school shutting down in the last quarter of Spring 2020, students are experiencing more anxiety and depression. All of the built up fear and sadness results in disruptive classroom behaviors, avoidance of classwork, and defiance. Due to COVID restrictions from the past two years outside of school, students have been more isolated than ever before. Therefore, we are seeing the maturity level of some of our students on a decreasing trend. Students in fifth grade act more like 2nd or 3rd graders. Some 2nd graders act more like kindergarteners. Due to all of this teachers need more supports in place within the school setting for students with these needs. We are requesting a full-time para to monitor a Focus Room for our building. The Focus room will all a place for students to go when the classroom is too much for them or they need a short break. Students who feel stressed or overwhelmed will have an immediate place to go to deescalate and/or calm down in a quiet, supportive setting. Some students will come to this room for a short period of time to finish assignments or get tutoring/intervention time if they were unable to focus during core instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,596
<b>Budgeted Expenditures in SFY 2024</b>	\$33,596
<b>Total Expenditures</b>	\$67,192

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond."

Please describe stakeholder input. Specifically, are parents aware and in support of an alternate room where students will be out of the general education setting working with para professionals?

Per applicant response: "In our survey that we sent out to all parents/guardians, 50% wanted to see the school district invest some ESSER funds to address additional social emotional/behavior support and interventions (therapist/counselor services, student behavior programs/resources, etc.) In addition, our teaching staff at the elementary school listed this as the number one area to address in the building. We also presented our concerns to the elementary site council regarding increased student anxiety/ behavior that we attribute to the COVID pandemic and its aftermath (quarantine, lost school time, lost social time with peers, uncertainties regarding what school will look like moving forward, etc.). We shared the ideas of having a FOCUS room to help kids refocus so they can get back in the classroom ASAP. Parents appear to support this as an alternative to sending students home for the day if they can not display appropriate behavior to be in school. It is an alternative to keeping kids in school and offering behavior coping skills. The goal is for this to be a very short term placement (hours and not days). This model is used in some neighboring school districts with tremendous success. Our focus addresses the diverse groups within our student population. Collaboration/communication with staff/parents will be on-going as we work to ensure we are meeting the general needs of our community, along with specific needs of all students. These conversations will guide our decision-making throughout this process."

Line Item ID: 248-3-0007



**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**

SALARIES-HS TEACHERS

**Account Number**

93522

**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**

GHS Summer School: Summer school will be offered to help students earn credit and academic skills lost due to the Covid 19 pandemic. This resource is needed for us to address Learning Loss due to the COVID pandemic and it's aftermath. The expenditure request estimate is for the summer of 2022, 2023 and 2024. The yearly cost is estimated at \$2,275. The total cost for three years is \$6,825.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,275
<b>Budgeted Expenditures in SFY 2023</b>	\$2,275
<b>Budgeted Expenditures in SFY 2024</b>	\$2,275
<b>Total Expenditures</b>	<u>\$6,825</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0008

**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-INSTRUCTIONAL-ELEM

**Account Number**

93569

**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**

RVH Reading Supplement: Our PreK-2 students have shown a great need for additional phonics and phonological awareness instruction. When our students transitioned to remote learning in the spring of 2020, it greatly impacted our primary level students. As we returned to on-site learning, student targeted interventions began to provide help in closing the gap. We have observed the additional need for Tier 3 interventions, as well as additional review to ensure the foundational skills are mastered. As we reflect on the learning impacts due to Covid, it was clear that we needed to invest in supplemental resources to continue building our student knowledge base in these areas. The online resource to supplement the Really Great Reading program costs \$95/teacher per year (July 1- June 30). We will purchase 17 online subscriptions to utilize in PreK-2nd grade classrooms, our Title department, and our Special Education program at those levels. This will provide additional opportunities for our students at the primary level to build and develop their phonics and phonological skills. The total cost for one year is \$1615. We will be requesting a subscription for 2 years, which equals a total cost of \$3,230.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1,615
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$1,615
--	---------

<b>Total Expenditures</b>	\$3,230
---------------------------	---------

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Systematic Instruction in Phonological Awareness and Phonics (PreK-2)"

Line Item ID: 248-3-0009

**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**

SALARIES-ELEM SUB TEACHERS

**Account Number**

93527

**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**

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. During this time, our educator will need coverage to provide instruction in her current position. At a rate of \$110/day, we will need to pay a substitute teacher for 30 days throughout the school year, which equals \$3,300.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$3,300
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$3,300
---------------------------	---------

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0010

**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**

SUPPLIES-INSTRUCTION-ELEM

**Account Number**

93542

**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**

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. The instructional fee through Saint Mary's College is \$6,000. The Literacy Coach also completes 18 units of coursework at the cost of \$360/unit.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$12,480
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$12,480
---------------------------	----------

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0011

**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**

SUPPLIES-INSTRUCTION-ELEM

**Account Number**

93542

**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**

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. We will also be purchasing textbooks for this extended learning, which will cost \$1,000.

<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>	\$0
--	-----

<b>Total Expenditures</b>	\$1,000
---------------------------	---------

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0012

**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**

SUPPLIES-INSTRUCTION-ELEM

**Account Number**

93542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**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**

RVH Social/Emotional Curriculum: (Second Step)

Student mental health and the social emotional needs of students impede academic success when not address early on in a child's life. The COVID pandemic has, and continues, to impact this issue in our building. We will purchase social emotional curriculum for our PreK-5th grade classrooms to address the social emotional and mental health of our students. Second Step is a research-based curriculum. This classroom-based program promotes the development of student's social-emotional competence and self-regulation skills.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$17,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$17,000
---------------------------	----------

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Listed below are some of the evidence-based interventions that we would like to fund with ESSER III dollars:...Second Step Curriculum (5-12)"

Line Item ID: 248-3-0013

**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**

PROFESSIONAL DEVELOPMENT

**Account Number**

93521

**Function Code**

2210 - Improvement of Instruction 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**

RVH Staff Literacy Training/Professional Development: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. There is a great need for additional professional development to review the framework and components of our model. As we reflect on our building and the learning impacts due to Covid, one of our priorities is to continue the rigorous, evidence-based literacy instruction to effectively close the learning gap. Our classroom teachers have provided differentiated instruction targeting the skills needed based on our building wide assessments. We are requesting to provide training for our staff this summer around all literacy components and revisit the framework that supports every learner to ensure success. The virtual training this summer will include 3 staff members. Registration is \$600 total for participants. Each individual will be paid \$35/hour for attendance, 6 hours/day, 2 training days for a total of \$1,860 including registration and staff pay.

An additional literacy training will be offered this summer for all certified staff. This will be a one-day training. However, half of the staff will join on the first day and the other half will attend the second day. Teachers will be paid \$35/hour and will attend a 6-hour training. This includes 28 staff members attending and 4 staff members presenting. The total amount for this training is \$7,560.

The total cost submitted will include training for Summer 2022, Summer 2023, and Summer 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,420
<b>Budgeted Expenditures in SFY 2023</b>	\$9,420
<b>Budgeted Expenditures in SFY 2024</b>	\$9,420
<b>Total Expenditures</b>	<u>\$28,260</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0014

**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**

SALARIES-ELEM SUB TEACHERS

**Account Number**

93527

**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**

RVH Long-Term Substitute Teacher:

We are requesting a long-term substitute for the 2022-2023 and 2023-2024 school years to address learning loss and student academic achievement. This individual will provide one-on-one support throughout the school day to struggling students who need the additional support that was missed due to COVID. The focus will be on missing reading and math skills. Students K-5 that qualify will work with this individual daily to ensure foundational skills are mastered.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$50,000

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0015



**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**

SALARIES-MS TEACHER

**Account Number**

93523

**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**

GMS/GHS At-Risk Coordinator/Teacher:

In order to address learning loss due to Covid 19 pandemic, Girard Middle School and High School is requesting a new staff position to facilitate an at-risk program. The at-risk coordinator would spend half the day at the middle school and half a day at the high school. This program will benefit general education students who have fallen behind their classmates in educational knowledge and skills. This position will also allow for individual and small group learning as needed. The at-risk program would meet the following criteria for evidence based practices: (Small Group Instruction, Small Group Interventions, Mentoring, Multi-Tier System of Supports (MTSS), Student Teacher Ratio Reduction, Study Skills, Growth Mindset)

<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>	\$60,000
--	----------

<b>Total Expenditures</b>	\$120,000
---------------------------	-----------

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0016

**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**

EQUIPMENT PURCHASES-DISTRICT

**Account Number**

93629

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**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**

RVH Window Replacement: We will be replacing 44 existing windows in the south wing of our elementary school that have been in place since the mid-1980's. These windows have broken seals and most of them will not open any longer due to worn mechanism parts that can't be replaced. With the replacement of these windows, it will allow us to provide better heating/cooling efficiency, allow us to open the windows for fresh air exchange and also provide a safety option to evacuate students during an emergency. The costs will include the window equipment and installation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$122,944
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$122,944</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: " Facility replacement projects to improve indoor air quality (#2 from stakeholders) " Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 248-3-0017

**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**

SALARIES-MENTAL HEALTH

**Account Number**

93529

**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**

School Therapist: The COVID-19 Pandemic has negatively impacted the social/emotional/behavioral status of many of our students. We partnered with the Community Health Center of SE Kansas to hire a licensed full-time behavioral/emotional school clinical therapist. The salary will be shared. This expenditure request will be for the 2022-23 and 2023-24 school years.

<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 Comment from KSDE**

Per narrative: "We also plan to continue the employment of a full-time school therapist and an additional school nurse. Both positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs. Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school."

Line Item ID: 248-3-0018

**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**

PREMIUM/RETENTION PAY-NON-CERT

**Account Number**

93532

**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 Staff: In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium retention payment of \$500 for the 2022-23 and 2023-24 school year for all classified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$74,800 (68 classified staff members X \$550 X \$37,400(per year) X 2 years = \$74,800). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2023 and 2024. We will not provide the premium pay stipend unless approved by you. All staff will receive the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2022, and are still employed/working on October 14th, 2022, we will pay them \$500 as a retention incentive to come to work. This will be repeated for the 2023-24 school year. If approved, we plan to pay them the \$500 incentive in our November 2022 & 2023 payroll.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37,400
<b>Budgeted Expenditures in SFY 2024</b>	\$37,400
<b>Total Expenditures</b>	\$74,800

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0019

**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**

PREMIUM/RETENTION PAY-CERT

**Account Number**

93531

**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 Staff: In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium retention payment of \$550 for the 2022-23 and 2023-24 school year for all certified staff. The \$550 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$88,000 (80 certified staff members X \$550 X \$44,000(per year) X 2 years = \$88,000). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2023 and 2024. We will not provide the premium pay stipend unless approved by you. All staff will receive the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2022, and are still employed/working on October 14th, 2022, we will pay them \$500 as a retention incentive to come to work. This will be repeated for the 2023-24 school year. If approved, we plan to pay them the \$550 incentive in our November 2022 & 2023 payroll.

<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>	\$44,000
<b>Total Expenditures</b>	<u>\$88,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0020

**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**

PREM/RET PAY-PART TIME-NON-CER

**Account Number**

93533

**Function Code**

1000 - Instruction

**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**

Bus Drivers: In order to retain transportation staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2022-23 and the 2023-24 school year for all full-time classified staff (bus drivers) and \$250 for all part-time classified staff (bus drivers). The premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$12,600. We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified. These funds are being requested for SFY2022 and 2023. We will inform the staff that if they are employed on the first day of school on August 13th, 2022, and are still employed/working on October 14th, 2022, they will be eligible for the retention incentive. We will repeat this for the 2023-24 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,300
<b>Budgeted Expenditures in SFY 2024</b>	\$6,300
<b>Total Expenditures</b>	<u>\$12,600</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

# ESSER III APPLICATION FOR D0262

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>
Valley Center Pub Sch	143 S. Meridian, Valley Center, KS 67147	143 S. Meridian, Valley Center, KS 67147
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Cory Gibson	cory.gibson@usd262.net	(316) 755-7000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Cory Gibson	Superintendent	cory.gibson@usd262.net	(316) 755-7000
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
susan.harris@usd262.net	susan.harris@usd262.net		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
mike.bonner@usd262.net	mike.bonner@usd262.net		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[http://p7cdn4static.sharpschool.com/UserFiles/Servers/Server\\_257022/File/District%20File/2021/8.12.21USD%20262%20Safe%20Return%20to%20School%20Plan.pdf](http://p7cdn4static.sharpschool.com/UserFiles/Servers/Server_257022/File/District%20File/2021/8.12.21USD%20262%20Safe%20Return%20to%20School%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?

July 2021: Masks are optional, however, encouraged while indoors and social distancing cannot be maintained. The district highly encourages students and staff who have not been vaccinated, to wear masks.

Masks are required for drivers and passengers, regardless of vaccination status, on district vehicles while transporting students. (see 42 USC 264a 42 CFR 70.2, 71.31(b), and 71.32(b) )

Masks are required for students and staff who are asymptomatic close contacts and are electing to participate in the daily testing program in order to remain in school.

Masks must be worn by non-USD 262 employees and students, regardless of vaccination status, when visiting a USD 262 school building during the school day. Masks will be made available upon check-in for those who do not have one.

For activities identified as high-risk by the Sedgwick County Health Department (SCHD), school-based situations involving multiple positive cases, significant changes to the positive percentage rates in the area, or upon any mandates of the CDC, state, local, and/or county health officials, USD 262 may put into effect additional masking guidelines and/or requirements.

To the extent possible, distancing measures will be followed, and student groups will be assigned seating in classrooms, during lunch, and on transportation to reduce the number of others who may be exposed.

Enhanced cleaning protocols will occur in district facilities and on school buses. High-touch areas will be wiped down periodically throughout the day. The district will continue to improve ventilation in buildings with strategic HVAC settings which include increased outside airflow. Frequent handwashing/sanitizing is important. Sanitization stations are placed throughout the schools. Students will be reminded of the importance of handwashing/sanitizing. Sneezes and coughs should be covered with a tissue or elbow.

USD 262 will continue to work with and follow the guidelines and requirements of Sedgwick County Health Department. Low risk and high-risk contacts will be identified and the appropriate protocols followed for each.

The district is working closely with state and local health officials to provide regular and ongoing testing for COVID-19 of students and staff that may be considered high-risk contacts. A negative result will allow the student/staff member to continue coming to school in many cases.

## **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 has provided a summary of our ESSER III plan on our website since mid-July 2021 and continues to solicit feedback through an online form. Principals, particularly at the secondary level encouraged students to participate in the survey, discussing these items with student leadership teams. The following supports received the most interest from our students: Additional personnel to provide social/emotional/mental health supports and additional personnel and tools to assist teachers in monitoring and supporting students' success. Our ESSER plan takes these recommendations into consideration and their needs are ideas incorporated into the plan.

### **Families**



The district has provided a summary of our ESSER III plan on our website since July 2021 and contacted all families requesting feedback. A second survey was administered to all families in March 2022 to receive additional feedback based on adjustments made in the plan. Those initial adjustments were made as a result of stakeholder feedback and data analysis. Each principal met with an advising group of parents/guardians during the 2021-2022 school year. Advising groups included SITE Council members, PTO members, and members of the booster club to explain the district's proposal and solicit feedback. Through those surveys and conversations, it was clear that families are supportive of our proposal, with most interested in seeing the following items show up in our ESSER plan: Additional personnel to support academic intervention, and programs K-12; Financial incentives to retain staff that work through the pandemic (premium pay/pay for extra hours worked); Additional personnel to provide social/emotional/mental health support of students and staff; Additional personnel and staff support for academic intervention in early grade levels (literacy); Additional personnel to provide support for students who may be disabled, homeless, migrant, learning the English language, or placed in foster care; and Providing updated technology (software and hardware) to support student learning in the classroom and at home. You will see that these suggestions from families are reflected in the district's plan.

### **School and District Administrators including Special Education Administration**

Our administrative cabinet has met regularly to review the needs of our student and staff populations both at the building and district levels. These meetings have included a review of student achievement data and survey/ focus group data from our various special population groups. The team established the district's plan and was supportive of all elements. As a result of these meetings, the following have been determined as most important to address in our district: Additional personnel to provide social/emotional/mental health supports; Additional personnel and tools to assist teachers in monitoring and supporting students' success; Additional personnel to provide supports for students with disabilities; Additional personnel to provide supports for students learning the English Language; Additional personnel to serve as a permanent substitute teacher to support students when teachers are absent; Expanded outside mental and physical health services, Financial incentives to retain staff that works through the pandemic (premium pay/extra hours worked). 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 district has provided a summary of our ESSER III plan on our website since July 2021 and contacted all staff members requesting feedback. A second survey was administered to all staff members in March 2022 to receive additional feedback based on adjustments made in the plan. Those initial adjustments were made as a result of stakeholder feedback and data analysis. The superintendent relied on the administrative cabinet, including building principals, to create the proposal. Each principal met with an advising group of teachers (building leadership teams) to explain the district's proposal and solicit feedback. The local bargaining unit has signed a Memorandum of Understanding for those areas that are considered negotiable. The assistant superintendent met with an advising group of classified staff members to explain the proposal and solicit feedback. As a result of these meetings and survey data collected, the following have been determined as most important to address in our district: Financial incentives to retain staff that work through the pandemic (premium pay/pay for extra hours worked); Additional personnel to provide social/emotional/mental health support of students and staff; Additional personnel to support academic intervention, and programs K-12; Additional personnel and staff support for academic intervention in early grade levels (literacy); Additional personnel to serve as permanent substitute teachers to better ensure classrooms are covered due to staff absences; Additional personnel to provide support for students who may be disabled, homeless, migrant, learning the English language, or placed in foster care; Before/after school tutoring programs; Summer learning programs; Providing updated technology (software and hardware) to support student learning in the classroom and at home. You will see that this information plays a prominent role in our ESSER plan.

### **Tribes**

There are not any Native American Reservations located within 50 miles of our district's boundaries. We reached out to the following tribes in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of Native American students: Iowa Tribe of Kansas and Nebraska, Sac and Fox Nation, Osage Nation, Wichita Tribe, Kickapoo Tribe, and Prairie Band Potawatomi Nation. We did receive a limited number of responses; the following have been determined as most important to address in our district: Financial incentives to retain staff that work through the pandemic (premium pay/pay for extra hours worked); Financial incentives to retain staff that work through the pandemic (premium pay/pay for extra hours worked); Providing updated technology (software and hardware) to support student learning in the classroom and at home; Additional personnel to serve as permanent substitute teachers to better ensure classrooms are covered due to staff absences; Additional personnel and staff support for academic intervention in early grade levels (literacy); Before/after school tutoring programs; Additional personnel to provide social/emotional/mental health support of students and staff; Additional personnel to provide social/emotional/mental health support of students and staff; Expanded partnerships to meet the physical health needs of students. You will see that this information plays a prominent role in our ESSER plan.

### **Civil Rights Organization including Disability Rights Organizations**

The district is unaware of any specific Civil Rights Organizations within our district's boundaries. We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights: American Civil Liberties Union and Sunflower Community Action Group. 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: Additional personnel to provide social/emotional/mental health support of students and staff; Additional personnel to support academic intervention, and programs K-12; Additional personnel and staff support for academic intervention in early grade levels (literacy); Additional personnel to provide support for students who may be disabled, homeless, migrant, learning the English language, or placed in foster care; Before/after school tutoring programs; Summer learning programs; Providing updated technology (software and hardware) to support student learning in the classroom and at home. You will see that this information plays a prominent role in our ESSER plan.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

The district has provided a summary of our ESSER III plan on our website since July 2021 and contacted all families requesting feedback. A second survey was administered to all families in March 2022 to receive additional feedback based on adjustments made in the plan. Those initial adjustments were made as a result of stakeholder feedback and data analysis. Each principal met with an advising group of parents/guardians during the 2021-2022 school year. Advising groups included SITE Council members, PTO members, and members of the booster club to explain the district's proposal and solicit feedback. The district's special education director encouraged an advising group of parents/guardians of students with disabilities to review and provide feedback on our plan. Host families of students living in a residential youth home and foster parents within the district's boundaries were also invited to participate in the survey. The feedback received through those surveys and conversations, it was clear that families representing children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students are supportive of our proposal, with most interested in seeing the following items show up in our ESSER plan: Additional personnel to provide social/emotional/mental health support of students and staff; Financial incentives to retain staff that work through the pandemic (premium pay/pay for extra hours worked); Additional personnel to provide support for students who may be disabled, homeless, migrant, learning the English language, or placed in foster care; Additional personnel to support academic intervention, and programs K-12; Additional personnel and staff support for academic intervention in early grade levels (literacy); Summer learning programs; Before/after school tutoring programs. You will see that this information plays a prominent role in our ESSER plan.

### **Provide the public the opportunity to provide input and take such input into account**

The district has provided a summary of our ESSER III plan on our website since July 2021 and contacted all patrons requesting feedback (e-mail listservs/social media/website link). A second survey was administered in March 2022 to receive additional feedback based on adjustments made in the plan (website/link). Data were shared through open meetings, including Board Meetings with the presentation documents available for public review. An overview of the plan has been available (including when it is updated) on the district's website.

### **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 on students from mental health to academic health. The number of students receiving mental health services from a licensed master's level social worker doubled last year. Additionally, students reported more stress and anxiety about the unknown and loss of time at school. Academically students were impacted most at our lower levels and at our highest levels. In Kindergarten 21% of our students are not proficient in a basic reading assessment and 15% in mathematics. For first grade, it is 34% (Reading) and 17% (Mathematics) not proficient. This is higher than pre-pandemic times. At the high school level, we saw more than double the number of students fail core classes. Additionally, the pandemic has shown us that our data systems are antiquated as we are not able to disaggregate data in an efficient manner.

**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 will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs. Students who are identified as most at-risk will be encouraged to attend those programs. The evidence-based / researched-based evidence will be maintained by the district. Students who were identified as at-risk (regardless of family income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.) will receive supports based on data collected through assessments, with progress, monitored throughout their enrollment in our district. Adjustments will be made based on information gained.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Many of the ARP ESSER II funds will be used to maintain the level of service in subsequent school years as planned and approved in the district's ESSER II application. Including improving access to mental and physical health supports located on our school grounds through a partnership with KU Medicine. Maintain continuity of services through the use of well-trained permanent substitute teachers. Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay). Supporting student learning both in the school and at home through more interactive technology hardware and software. The hiring of a learning support coordinator / instructional coach to support staff in their support of students. Adjustments will be made based on information gained and as additional needs are discovered.

**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 develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs. Students who were identified as at-risk (regardless of family income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.) will receive supports based on data collected through assessments, with progress, monitored throughout their enrollment in our district. An additional social worker has been added to help support the social, emotional, and mental health needs of students. An additional ESOL paraeducator has been added to help support our English Language Learners. The district will remove as many barriers as possible to make certain that all students have access to the supports and structures found in this application. Adjustments will be made based on information gained.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,572,506	\$0	\$2,572,506	ESSER III Allocations	\$514,502
Approved Total	\$2,009,711	\$0	\$2,009,711	Approved Total	\$232,230
Amount Left	\$562,795	\$0	\$562,795	Amount Still Needed	\$282,272
In Review Total	\$562,795	\$0	\$562,795	In Review Total	\$450,595
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
262-3-0049	Direct	False	2500	120	8	\$55,000	Task Force Review
262-3-0050	Direct	False	2130	300	15	\$50,000	Task Force Review
262-3-0051	Direct	True	1000	110	12	\$121,500	Task Force Review
262-3-0052	Direct	True	1000	213	12	\$10,900	Task Force Review
262-3-0053	Direct	True	1000	214	12	\$20	Task Force Review
262-3-0054	Direct	False	1000	220	12	\$7,200	Task Force Review
262-3-0055	Direct	True	1000	260	12	\$200	Task Force Review
262-3-0056	Direct	True	2110	110	10	\$151,150	Task Force Review
262-3-0057	Direct	True	1000	113	11A	\$166,825	Task Force Review
262-3-0001	Direct	False	1000	112	3	\$452,800	Approved
262-3-0003	Direct	False	2200	110	1A	\$55,740	Approved
262-3-0006	Direct	True	1000	120	4	\$41,915	Approved
262-3-0008	Direct	False	2200	610	9	\$14,000	Approved
262-3-0011	Direct	False	1000	730	9	\$408,506	Approved
262-3-0012	Direct	True	1000	113	11B	\$139,200	Approved
262-3-0013	Direct	False	2210	110	3	\$179,260	Approved
262-3-0014	Direct	False	1000	214	3	\$100	Approved
262-3-0015	Direct	False	1000	280	3	\$900	Approved
262-3-0016	Direct	False	1000	220	3	\$34,745	Approved
262-3-0017	Direct	False	1000	260	3	\$455	Approved
262-3-0018	Direct	True	1000	220	11A	\$7,800	Approved
262-3-0019	Direct	True	1000	260	11A	\$100	Approved
262-3-0020	Direct	False	2200	220	1A	\$4,200	Approved
262-3-0021	Direct	False	2200	260	1A	\$60	Approved
262-3-0022	Direct	True	2110	214	10	\$20	Approved
262-3-0023	Direct	True	2110	213	10	\$10,680	Approved
262-3-0024	Direct	True	2110	220	10	\$7,392	Approved
262-3-0025	Direct	True	2110	260	10	\$98	Approved
262-3-0026	Direct	True	2110	280	10	\$140	Approved
262-3-0027	Direct	True	1000	213	4	\$10,680	Approved

262-3-0028	Direct	True	1000	214	4	\$20	Approved
262-3-0029	Direct	True	1000	280	4	\$140	Approved
262-3-0030	Direct	True	1000	220	4	\$3,205	Approved
262-3-0031	Direct	True	1000	260	4	\$40	Approved
262-3-0032	Direct	False	2500	213	8	\$10,680	Approved
262-3-0033	Direct	False	2500	214	8	\$20	Approved
262-3-0034	Direct	False	2500	280	8	\$140	Approved
262-3-0035	Direct	False	2500	250	8	\$6,465	Approved
262-3-0036	Direct	False	2500	260	8	\$90	Approved
262-3-0039	Direct	True	1000	220	11B	\$10,650	Approved
262-3-0040	Direct	True	1000	260	11B	\$150	Approved
262-3-0041	Direct	False	2210	213	3	\$10,680	Approved
262-3-0042	Direct	False	2210	214	3	\$20	Approved
262-3-0043	Direct	False	2210	280	3	\$140	Approved
262-3-0044	Direct	False	2210	220	3	\$13,720	Approved
262-3-0045	Direct	False	2210	260	3	\$180	Approved
262-3-0037	Direct	False	1000	220	2	\$40,460	Approved
262-3-0038	Direct	False	1000	260	2	\$540	Approved
262-3-0010	Direct	False	1000	110	2	\$541,000	Approved
262-3-0047	Direct	False	2130	220	2	\$2,550	Approved
262-3-0048	Direct	False	2130	260	2	\$30	Approved

## Line Item Details

Line Item ID: 262-3-0049

**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**

Classified Salaries

**Account Number**

89E25001200000000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**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**

(CHANGE) Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when a child is not able to attend school in-person

<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>	\$0
<b>Total Expenditures</b>	\$55,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change-Was approved for \$41,375 in SFY 2023 and \$43,230 in SFY 2024

Line Item ID: 262-3-0050

**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**

Purchased Services

**Account Number**

89E21303000000000

**Function Code**

2130 - Health Services

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL 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**

(CHANGE) Health Clinic: Many of the ARP ESSER II funds will be used to maintain the level of service in subsequent school years as planned and approved in the district's ESSER II application. Including improving access to mental and physical health supports located on our school grounds through a partnership with KU Medicine.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change- Was approved for \$72,000 in SFY 2022, 2023, and 2024

Line Item ID: 262-3-0051

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

89E10001100000000

**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**

(NEW) Supporting learning loss of primary-aged students across all USD 262 elementary schools in the areas of early literacy and reading to learn. Our student improvement teams will review the data available to place students in need of intervention with the specialist. Many of the students in need of support have been disproportionately impacted as a result of COVID-19, particularly students who identify in subgroups including children from low-income families, children with disabilities, English learners, students experiencing homelessness, and children and youth in foster care.

<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>	\$61,500
--	----------

<b>Total Expenditures</b>	\$121,500
---------------------------	-----------

**Status**

Task Force Review

**Line Item Comment from KSDE**

7/8 Because this is marked for the 20%, please describe further how this will 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: 262-3-0052



**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**

Health Insurance

**Account Number**

89E10002130000000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

(NEW) Supporting learning loss of primary-aged students across all USD 262 elementary schools in the areas of early literacy and reading to learn.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,400**Budgeted Expenditures in SFY 2024** \$5,500**Total Expenditures** \$10,900**Status**

Task Force Review

Line Item ID: 262-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Life Insurance

**Account Number**

89E10002140000000

**Function Code**

1000 - Instruction

**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**

(NEW) Supporting learning loss of primary-aged students across all USD 262 elementary schools in the areas of early literacy and reading to learn.

**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**

Task Force Review

Line Item ID: 262-3-0054

**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**

Social Security

**Account Number**

89E10002200000000

**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**

(NEW) Supporting learning loss of primary-aged students across all USD 262 elementary schools in the areas of early literacy and reading to learn.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,600**Budgeted Expenditures in SFY 2024** \$3,600**Total Expenditures** \$7,200**Status**

Task Force Review

Line Item ID: 262-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment

**Account Number**

89E10002600000000

**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**

(NEW) Supporting learning loss of primary-aged students across all USD 262 elementary schools in the areas of early literacy and reading to learn.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$100**Total Expenditures** \$200**Status**

Task Force Review

Line Item ID: 262-3-0056

**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**

Certified Salaries

**Account Number**

89E21101100000000

**Function Code**2110 - Attendance and 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**

(CHANGE) An additional social worker has been added to help support the social, emotional, and mental health needs of students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$56,150
<b>Total Expenditures</b>	<u>\$151,150</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change-Was approved for \$5,340 in SFY 2023 and SFY 2024

Line Item ID: 262-3-0057

**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**

Instructional Support Salaries

**Account Number**

89E10001130000000

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$64,580
<b>Budgeted Expenditures in SFY 2023</b>	\$51,122
<b>Budgeted Expenditures in SFY 2024</b>	\$51,123
<b>Total Expenditures</b>	<u>\$166,825</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change- Was approved for \$46,400 in SFY 2022, 2023, and 2024.

Per applicant response: "The district will develop evidence-based interventions and supports based using the frameworks for MultiTiered Systems of Support for both summer and before/after school programs. Students who are identified as most at-risk will be encouraged to attend those programs."

Line Item ID: 262-3-0001

**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**

Full-Time Substitues Salaries

**Account Number**

89E10001120000000

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$225,000
--	-----------

<b>Budgeted Expenditures in SFY 2024</b>	\$227,800
--	-----------

<b>Total Expenditures</b>	<u>\$452,800</u>
---------------------------	------------------

**Status**

Approved

**Line Item Comment from KSDE**

Per applicant: "Maintain continuity of services through the use of well trained permanent substitute teachers." 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.

Line Item ID: 262-3-0003

**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**

Instructional Support Salaries

**Account Number**

89E22001100000000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Professional Development Support - Reviewing students' individual needs, collaborative planning, and teacher training to better support students

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$27,870**Budgeted Expenditures in SFY 2024** \$27,870**Total Expenditures** \$55,740**Status**

Approved

**Line Item Comment from KSDE**

Per applicant: "Teachers will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss and/or at-risk of failing. This may lead to adjustments of curriculum or curriculum resources. A very small amount may be used for subs, however, most of our training has now moved to after hours or summer, paying stipends."

Line Item ID: 262-3-0006

**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**

ESOL Aide Salaries

**Account Number**

89E10001200000000

**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**

Adding an additional ESOL paraeducator to assist English Language Learners with 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>	\$20,030
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$21,885
--	----------

<b>Total Expenditures</b>	\$41,915
---------------------------	----------

**Status**

Approved

**Line Item Comment from KSDE**

Per applicant: " An additional ESOL paraeducator has been added to help support our English Language Learners.."

Line Item ID: 262-3-0008

**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**

Instructional Support Supplies

**Account Number**

89E22006100000000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Zoom Licenses for remote learning, collaboration with stakeholders, and staff meetings

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,000**Budgeted Expenditures in SFY 2024** \$7,000**Total Expenditures** \$14,000**Status**

Approved

**Line Item Comment from KSDE**

Per Applicant Response: "Supporting student learning both in the school and at home through more interactive technology hardware and software."

Line Item ID: 262-3-0011



**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**

Equipment

**Account Number**

89E10007300000000

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**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**

Purchasing hardware that allows for projection, interaction, and recording to support students that are both in the classroom or remote learning due to illness/choice.

<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>	\$208,506
--	-----------

<b>Total Expenditures</b>	\$408,506
---------------------------	-----------

**Status**

Approved

**Line Item Comment from KSDE**

Per applicant response: "Supporting student learning both in the school and at home through more interactive technology hardware and software. The district plans to phase in Newline interactive white boards in all classrooms. The whiteboards will allow students to interact with the digital curricular resources already in place. It will also allow the lesson to be broadcasted onto student devices regardless of their location. The hardware/software package will enhance learning both in the classroom as well as for those who are not able to be physically present in the classroom. The devices will be used before/after school programs and summer at-risk programming to serve those students who are at-risk / have experienced learning loss."

Line Item ID: 262-3-0012

**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**

Supplemental Salaries

**Account Number**

89E10001130000000

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

Pre-K - 12 before/after school learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$46,400
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$46,400
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$46,400
--	----------

<b>Total Expenditures</b>	<u>\$139,200</u>
---------------------------	------------------

**Status**

Approved

**Line Item Comment from KSDE**

Please update this line time to show \$46,400 in SFY 2022, \$46,400 in SFY 2023, and \$46,400 in SFY 2024

Line Item ID: 262-3-0013

**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**

Instructional Support Salaries

**Account Number**

89E22101100000000

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

110 - Regular 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**

hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$88,700
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$90,560
--	----------

<b>Total Expenditures</b>	<u>\$179,260</u>
---------------------------	------------------

**Status**

Approved

**Line Item Comment from KSDE**

Per applicant response: " The hiring of a learning support coordinator / instructional coach to support staff in their support of students. "

**Allocation Type**

Direct Allocation

**Is this 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**

89E10002140000000

**Function Code**

1000 - Instruction

**Object Code**

214 - Life Insurance

**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**

Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	\$100

**Status**

Approved

**Line Item Comment from KSDE**

Per applicant: "Maintain continuity of services through the use of well-trained permanent substitute teachers."

**Allocation Type**

Direct Allocation

**Is this 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 Benefits

**Account Number**

89E10002800000000

**Function Code**

1000 - Instruction

**Object Code**

280 - Health Benefits

**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**

Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$450
--	-------

<b>Budgeted Expenditures in SFY 2024</b>	\$450
--	-------

<b>Total Expenditures</b>	<u>\$900</u>
---------------------------	--------------

**Status**

Approved

**Line Item Comment from KSDE**

Per applicant: "Maintain continuity of services through the use of well-trained permanent substitute teachers."

Line Item ID: 262-3-0016

**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**

Social Security

**Account Number**

89E10002200000000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**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**

Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$17,275
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$17,470
--	----------

<b>Total Expenditures</b>	<u>\$34,745</u>
---------------------------	-----------------

**Status**

Approved

**Line Item Comment from KSDE**

Per applicant: "Maintain continuity of services through the use of well-trained permanent substitute teachers."

**Allocation Type**

Direct Allocation

**Is this 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**

89E10002600000000

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$225
<b>Budgeted Expenditures in SFY 2024</b>	\$230
<b>Total Expenditures</b>	<u>\$455</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per applicant: "Maintain continuity of services through the use of well-trained permanent substitute teachers."

**Allocation Type**

Direct Allocation

**Is 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

**Account Number**

89E10002200000000

**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**

Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,900**Budgeted Expenditures in SFY 2024** \$3,900**Total Expenditures** \$7,800**Status**

Approved

**Line Item Comment from KSDE**

The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs

Line Item ID: 262-3-0019

**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**

Unemployment

**Account Number**

89E10002600000000

**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**

Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$50
--	------

<b>Budgeted Expenditures in SFY 2024</b>	\$50
--	------

<b>Total Expenditures</b>	<u>\$100</u>
---------------------------	--------------

**Status**

Approved

**Line Item Comment from KSDE**

The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs.

Line Item ID: 262-3-0020

**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**

Social Security

**Account Number**

89E22002200000000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Professional Development Support - Reviewing students' individual needs, collaborative planning, and teacher training to better support students

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,100**Budgeted Expenditures in SFY 2024** \$2,100**Total Expenditures** \$4,200**Status**

Approved

**Line Item Comment from KSDE**

Per applicant: "Teachers will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss and/or at-risk of failing. This may lead to adjustments of curriculum or curriculum resources. A very small amount may be used for subs, however, most of our training has now moved to after hours or summer

Line Item ID: 262-3-0021



**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**

Unemployment

**Account Number**

89E22002600000000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development Support - Reviewing students' individual needs, collaborative planning, and teacher training to better support students

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30**Budgeted Expenditures in SFY 2024** \$30**Total Expenditures** \$60**Status**

Approved

**Line Item Comment from KSDE**

Per applicant: "Teachers will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss and/or at-risk of failing. This may lead to adjustments of curriculum or curriculum resources. A very small amount may be used for subs, however, most of our training has now moved to after hours or summer,

Line Item ID: 262-3-0022

**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**

Life Insurance

**Account Number**

89E21102140000000

**Function Code**

2110 - Attendance and Social Work Services

**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**

Adding an additional social worker to support mental health needs

**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 Comment from KSDE**

An additional social worker has been added to help support the social, emotional, and mental health needs of students.

Line Item ID: 262-3-0023

**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**

Health Insurance

**Account Number**

89E21102130000000

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

213 - Health and Accident 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**

Adding an additional social worker to support mental health needs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,340**Budgeted Expenditures in SFY 2024** \$5,340**Total Expenditures** \$10,680**Status**

Approved

**Line Item Comment from KSDE**

An additional social worker has been added to help support the social, emotional, and mental health needs of students.

Line Item ID: 262-3-0024

**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**

Social Security

**Account Number**

89E21102200000000

**Function Code**

2110 - Attendance and Social Work 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**

Adding an additional social worker to support mental health needs

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$3,662

**Budgeted Expenditures in SFY 2024** \$3,730

**Total Expenditures** \$7,392

**Status**

Approved

**Line Item Comment from KSDE**

An additional social worker has been added to help support the social, emotional, and mental health needs of students.

Line Item ID: 262-3-0025

**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**

Unemployment

**Account Number**

89E21102600000000

**Function Code**

2110 - Attendance and Social Work 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**

Adding an additional social worker to support mental health needs

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$48

**Budgeted Expenditures in SFY 2024** \$50

**Total Expenditures** \$98

**Status**

Approved

**Line Item Comment from KSDE**

An additional social worker has been added to help support the social, emotional, and mental health needs of students.

Line Item ID: 262-3-0026

**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**

Other Benefits

**Account Number**

89E21102800000000

**Function Code**2110 - Attendance and Social Work  
Services**Object Code**

280 - Health Benefits

**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**

Adding an additional social worker to support mental health needs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$70**Budgeted Expenditures in SFY 2024** \$70**Total Expenditures** \$140**Status**

Approved

**Line Item Comment from KSDE**

An additional social worker has been added to help support the social, emotional, and mental health needs of students.

Line Item ID: 262-3-0027

**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**

Health Insurance

**Account Number**

89E10002130000000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**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**

Adding an additional ESOL paraeducator to assist English Language Learners with 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>	\$5,340
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$5,340
--	---------

<b>Total Expenditures</b>	\$10,680
---------------------------	----------

**Status**

Approved

**Line Item Comment from KSDE**

An additional ESOL paraeducator has been added to help support our English Language Learners.

Line Item ID: 262-3-0028

**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**

Life Insurance

**Account Number**

89E10002140000000

**Function Code**

1000 - Instruction

**Object Code**

214 - Life Insurance

**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**

Adding an additional ESOL paraeducator to assist English Language Learners with 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>	\$10
--	------

<b>Budgeted Expenditures in SFY 2024</b>	\$10
--	------

<b>Total Expenditures</b>	\$20
---------------------------	------

**Status**

Approved

**Line Item Comment from KSDE**

An additional ESOL paraeducator has been added to help support our English Language Learners.

Line Item ID: 262-3-0029

**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**

Other Benefits

**Account Number**

89E10002800000000

**Function Code**

1000 - Instruction

**Object Code**

280 - Health Benefits

**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**

Adding an additional ESOL paraeducator to assist English Language Learners with 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>	\$70
--	------

<b>Budgeted Expenditures in SFY 2024</b>	\$70
--	------

<b>Total Expenditures</b>	<u>\$140</u>
---------------------------	--------------

**Status**

Approved

**Line Item Comment from KSDE**

An additional ESOL paraeducator has been added to help support our English Language Learners.

Line Item ID: 262-3-0030

**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**

Social Security

**Account Number**

89E10002200000000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Adding an additional ESOL paraeducator to assist English Language Learners with 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>	\$1,530
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$1,675
--	---------

<b>Total Expenditures</b>	\$3,205
---------------------------	---------

**Status**

Approved

**Line Item Comment from KSDE**

An additional ESOL paraeducator has been added to help support our English Language Learners.

Line Item ID: 262-3-0031



**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**

Unemployment

**Account Number**

89E10002600000000

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Adding an additional ESOL paraeducator to assist English Language Learners with 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>	\$20
--	------

<b>Budgeted Expenditures in SFY 2024</b>	\$20
--	------

<b>Total Expenditures</b>	<u>\$40</u>
---------------------------	-------------

**Status**

Approved

**Line Item Comment from KSDE**

An additional ESOL paraeducator has been added to help support our English Language Learners.

Line Item ID: 262-3-0032

**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**

Health Insurance

**Account Number**

89E25002130000000

**Function Code**

2500 - Central Services

**Object Code**

213 - Health and Accident Insurance

**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**

Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,340
<b>Budgeted Expenditures in SFY 2024</b>	\$5,340
<b>Total Expenditures</b>	\$10,680

**Status**

Approved

**Line Item Comment from KSDE**

Supporting student learning both in the school and at home through more interactive technology hardware and software.

Line Item ID: 262-3-0033

**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**

Life Insurance

**Account Number**

89E2500214000000

**Function Code**

2500 - Central Services

**Object Code**

214 - Life Insurance

**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**

Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person

<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>	\$10
<b>Total Expenditures</b>	\$20

**Status**

Approved

**Line Item Comment from KSDE**

Supporting student learning both in the school and at home through more interactive technology hardware and software.

Line Item ID: 262-3-0034

**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**

Other Benefits

**Account Number**

89E25002800000000

**Function Code**

2500 - Central Services

**Object Code**

280 - Health Benefits

**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**

Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$70
<b>Budgeted Expenditures in SFY 2024</b>	\$70
<b>Total Expenditures</b>	\$140

**Status**

Approved

**Line Item Comment from KSDE**

Supporting student learning both in the school and at home through more interactive technology hardware and software.

Line Item ID: 262-3-0035

**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**

Social Security

**Account Number**

89E25002200000000

**Function Code**

2500 - Central Services

**Object Code**

250 - Tuition Reimbursement

**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**

Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,165
<b>Budgeted Expenditures in SFY 2024</b>	\$3,300
<b>Total Expenditures</b>	\$6,465

**Status**

Approved

**Line Item Comment from KSDE**

Supporting student learning both in the school and at home through more interactive technology hardware and software.

Line Item ID: 262-3-0036

**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**

Unemployment

**Account Number**

89E25002600000000

**Function Code**

2500 - Central Services

**Object Code**

260 - Unemployment Compensation

**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**

Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	\$90

**Status**

Approved

**Line Item Comment from KSDE**

Supporting student learning both in the school and at home through more interactive technology hardware and software.

Line Item ID: 262-3-0039

**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**

Social Security

**Account Number**

89E10002200000000

**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**

Pre-K - 12 before/after school learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$3,550
--	---------

<b>Budgeted Expenditures in SFY 2023</b>	\$3,550
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$3,550
--	---------

<b>Total Expenditures</b>	<u>\$10,650</u>
---------------------------	-----------------

**Status**

Approved

**Line Item Comment from KSDE**

The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs.

Line Item ID: 262-3-0040

**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**

Unemployment

**Account Number**

89E10002600000000

**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**

Pre-K - 12 before/after school learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$50
--	------

<b>Budgeted Expenditures in SFY 2023</b>	\$50
--	------

<b>Budgeted Expenditures in SFY 2024</b>	\$50
--	------

<b>Total Expenditures</b>	<u>\$150</u>
---------------------------	--------------

**Status**

Approved

**Line Item Comment from KSDE**

The district will develop evidence-based interventions and supports based using the frameworks for Multi-Tiered Systems of Support for both summer and before/after school programs.

**Allocation Type**

Direct Allocation

**Is this 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**

89E22102130000000

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

213 - Health and Accident Insurance

**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**

hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,340
<b>Budgeted Expenditures in SFY 2024</b>	\$5,340
<b>Total Expenditures</b>	<u>\$10,680</u>

**Status**

Approved

**Line Item Comment from KSDE**

The hiring of a learning support coordinator / instructional coach to support staff in their support of students



**Allocation Type**

Direct Allocation

**Is this 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**

89E22102140000000

**Function Code**2210 - Improvement of Instruction  
Services**Object Code**

214 - Life Insurance

**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**

hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers

**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 Comment from KSDE**

The hiring of a learning support coordinator / instructional coach to support staff in their support of students

Line Item ID: 262-3-0043

**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**

Other Benefits

**Account Number**

89E22102800000000

**Function Code**2210 - Improvement of Instruction  
Services**Object Code**

280 - Health Benefits

**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**

hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$70**Budgeted Expenditures in SFY 2024** \$70**Total Expenditures** \$140**Status**

Approved

**Line Item Comment from KSDE**

The hiring of a learning support coordinator / instructional coach to support staff in their support of students

**Allocation Type**

Direct Allocation

**Is this 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

**Account Number**

89E22102200000000

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

220 - Social Security Contributions

**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**

hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,790
<b>Budgeted Expenditures in SFY 2024</b>	\$6,930
<b>Total Expenditures</b>	<u>\$13,720</u>

**Status**

Approved

**Line Item Comment from KSDE**

The hiring of a learning support coordinator / instructional coach to support staff in their support of students

**Allocation Type**

Direct Allocation

**Is this 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**

89E2210260000000

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$90
<b>Budgeted Expenditures in SFY 2024</b>	\$90
<b>Total Expenditures</b>	<u>\$180</u>

**Status**

Approved

**Line Item Comment from KSDE**

The hiring of a learning support coordinator / instructional coach to support staff in their support of students

Line Item ID: 262-3-0037

**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**

Social Security

**Account Number**

89E10002200000000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**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**

SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid in the following manner:

Certified Staff: \$500 per person. To be paid on November 23rd, 2021

Classified Staff: \$500 per person

To be paid on November 25th payrolls

This additional pay for the 504 employees is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023, 2023-2024 school years in response to academic and social-emotional learning loss due to the COVID-19 pandemic as well as to maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered.

Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss.

Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.

Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,730
<b>Budgeted Expenditures in SFY 2024</b>	\$20,730
<b>Total Expenditures</b>	\$40,460

**Status**

Approved

**Line Item Comment from KSDE**

Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay).

**Allocation Type**

Direct Allocation

**Is this 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**

89E10002600000000

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**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**

SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid in the following manner:

Certified Staff: \$500 per person. To be paid on November 23rd, 2021

Classified Staff: \$500 per person

To be paid on November 25th payrolls

This additional pay for the 504 employees is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023, 2023-2024 school years in response to academic and social-emotional learning loss due to the COVID-19 pandemic as well as to maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered.

Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss.

Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.

Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$270

**Budgeted Expenditures in SFY 2024** \$270

**Total Expenditures** \$540

**Status**

Approved

**Line Item Comment from KSDE**

Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay).

**Allocation Type**

Direct Allocation

**Is this 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**

89E10001100000000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid in the following manner: Certified Staff: \$500 per person. To be paid on November 23rd, 2021

Classified Staff: \$500 per person

To be paid on November 25th payrolls

This additional pay for the 504 employees is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023, 2023-2024 school years in response to academic and social-emotional learning loss due to the COVID-19 pandemic as well as to maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered.

Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss.

Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.

Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$270,000
<b>Budgeted Expenditures in SFY 2024</b>	\$271,000
<b>Total Expenditures</b>	\$541,000

**Status**

Approved

**Line Item Comment from KSDE**

Per applicant response: " Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay)." Application submitted 8/19/21

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Direct

**Account Number**

89E21302200000000

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**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**

SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all school nurses/nurse aides.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$850
--	-------

<b>Budgeted Expenditures in SFY 2023</b>	\$850
--	-------

<b>Budgeted Expenditures in SFY 2024</b>	\$850
--	-------

<b>Total Expenditures</b>	<u>\$2,550</u>
---------------------------	----------------

**Status**

Approved

**Line Item Comment from KSDE**

providing financial incentives to maintain staffing levels throughout the pandemic (premium pay).

Line Item ID: 262-3-0048

**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**

Direct

**Account Number**

89E21302600000000

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**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**

SD 262 is fundings for the purpose of providing premium pay, or additional compensation, for all school nurses/nurse aides.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$10
--	------

<b>Budgeted Expenditures in SFY 2023</b>	\$10
--	------

<b>Budgeted Expenditures in SFY 2024</b>	\$10
--	------

<b>Total Expenditures</b>	<u>\$30</u>
---------------------------	-------------

**Status**

Approved

**Line Item Comment from KSDE**

Providing financial incentives to maintain staffing levels throughout the pandemic (premium pay).





# ESSER III APPLICATION FOR D0290

Status  
Approved

## KSDE Application Comments

Stakeholder Engagement Feedback-

For Student subgroups - To what extent did you reach out to these groups outside of the district's staff? Please be specific.

Please be sure to save the comments for the stakeholder narratives.

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

**District**

Ottawa

**Address**

1404 S Ash St, Ottawa, KS 660672223

**Mail Address**

1404 S Ash, Ottawa, KS 660672223

**Superintendent Name**

Ryan Cobbs

**Superintendent E-mail Address**

cobbsr@usd290.org

**Superintendent Phone Number**

(785) 229-8010

## 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>
Ryan Cobbs	Superintendent	cobbsr@usd290.org	(785) 229-8010
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Tracey Moerer		moerert@usd290.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://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1575074/District\\_Plan\\_for\\_Safe\\_Return\\_to\\_In-Person\\_Instruction\\_and\\_Continuity\\_of\\_Services\\_\\_3\\_.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1575074/District_Plan_for_Safe_Return_to_In-Person_Instruction_and_Continuity_of_Services__3_.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

To this point we have put into place a plan that has significantly limited our exposure and transmission of the COVID 19 virus at a minimal expense in terms of new ESSER Funds. We were able to utilize SPARKS funds and ESSER I funds to purchase cleaning supplies and equipment to address how we minimize our exposure and are now able to continue those processes without a great deal of issue. Furthermore, we have utilized KDHE grants to address testing protocols that have allowed us to provide additional staffing to address our COVID needs providing the opportunity for USD 290 to utilize its ESSER III Funds to address student learning loss.

Currently the process used within USD 290 creates hourly hand sanitization for every student and staff member. At the

elementary levels this takes place within a scheduled regimen, at the secondary level it takes place prior to each transition period. The students will also disinfect their desks and stations regularly. Again, at the elementary level this takes place in tandem with their hand sanitization. At the secondary level this process coincides with their transition of classes as well.

Our staff is very cognizant of grouping students and have done everything that they can to keep students at least three feet apart. However, we also know that our best learning at times takes place in groups and therefore we have continued to do so when needed and have kept track of who is in groups and how they maneuver through the classroom to ensure that we can contact trace if needed.

Currently lunch continues to be provided in large communal spaces, however, we have not yet gone back to a buffet style lunch system. Our food service staff pre-package all meals to ensure that there is no possibility of cross contamination or virus transmission of students through the lunch line.

The district continues to offer masks and hand sanitizer for all students who either ask for them or are incapable of providing them on their own. Our county has done a tremendous job of providing these resources for our county schools as we currently have pallets of hand sanitizer and masks that have been provided to our district at no cost, leaving our ESSER III funds to be utilized solely for learning loss.

USD 290 also has a high level of cleaning protocol throughout each of our district buildings. The district utilized SPARKS dollars to purchase Clorox 360 machines for each building and utilized them to do a thorough disinfecting of each building weekly. Each building will also disinfect any classroom that has had some sort of exposure or positive test immediately to address any additional concerns of transmission.

Many of our staff have been trained in contact tracing and work closely with the Franklin County Health Department to monitor the transmission of the COVID 19 virus throughout our schools and the community. Because of this partnership we are able to better determine who was exposed and their level of exposure. We also communicate that with the family so that they can be sure that they understand what is occurring and monitor their students and families for symptoms. We also help communicate the quarantine protocols from the County Health Department. Although we do not make that determination, we have taken on the responsibility of communicating it to ensure that our parents are informed and reduce the level of frustration that occurs with this process.

We also have a masking policy that currently provides the option for students and staff to choose whether they need to wear a mask or not. However, should the number of positive cases within a week reach a 3% threshold of a building student population, that building will go back into the mask mandate for the following week. Our transportation system requires the wearing of masks for any person riding on a bus or in a school vehicle that is carrying more than 1 person.

We have also implemented a testing protocol in 2 phases. The first is used as a diagnostic screener and predominantly provided by our nursing staff. This process occurs when students are expressing symptoms and parents choose to allow their child to be screened by our nursing staff. If the test is positive our students are then referred on to the Franklin County Health Department for further testing to validate the screener test. The second phase was a test to stay in school process intended to limit quarantine. In this phase if students are identified as close contacts they are able to stay in school as long as they agree to a 7 day testing period in which they remain negative on the screener assessment. If there is a positive, they are referred onto the FCHD for further testing.

These processes have helped us limit the number of positive cases and the levels of quarantine needed for our students to the point that we have never had a school shutdown, nor have we had a time when our students have not been able to attend classes in person.

Each of the systems and processes identified above are already in place and accounted for monetarily. There should not be a vast use of ESSER III dollars to continue any of these programs, however, should the partnerships throughout our community collapse and the need to continue these mitigation strategies be needed well into the future we would update our grant application to account for such changes.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

The high school principal and I meet with our students monthly to discuss a number of issues facing our students. This pandemic has been a distinct portion of that conversation. During those meetings students help us identify their needs, areas of concern, what they feel may be beneficial, how class size is impacting them, the positives and negatives of remote learning through google classroom, after school intervention, in school intervention, resources, etc. etc. They also discuss with us the social and emotional toll that this has taken upon them such as the loss of milestone events in their lives, including prom, graduation, band, and choir concerts, etc. etc. In terms of outcomes students would like to see interventions continue, they would like to see after school options continue, and they appreciate the increased social/emotional efforts put in place by the school. Specifically, they would like us to address the BoysTown approach we have in our lower levels dealing with positive praise. Finding a way to feel that they are doing well, beyond award recognition, but in day to day activities and conversation was incredibly important to them.

Throughout our district our staff, including our counselors and social workers, routinely meet with individual students and groups of students to discuss their progress and goals, their needs, and their achievements. In doing so, specific feedback from those students and groups are utilized by our administrative staff to determine which programming is best to put in place, what resources we have available and which might be needed, as well as determining the effectiveness of what is currently in place.

USD 290 will continue to meet with students monthly to gather feedback and insight as to their needs.

Continued Clarification from Disadvantaged Students: Case managers from Elizabeth Layton Center who represent a multitude of our disadvantaged students meet with USD 290 monthly, specifically Chrissy Robinson in most cases.

Lastly, representatives from TFI, DCF, the Franklin County Attorney's office, Cornerstones of Care, Elizabeth Layton Center, Willow Domestic Violence, and ECKAN, Life Care Center, and The Franklin County Juvenile Detention Center have set up a monthly meeting to discuss our disadvantaged students throughout the county.

USD 290 also hosts a monthly meeting with the Franklin County Children's Coalition along with the Early Childhood Coalition to address the learning needs of our birth to pre-k student population.

Clarification 3: USD 290 meets monthly with different groups of students to discuss their particular needs. During these meetings the opportunity to use ESSER funds is addressed. To this point our students have identified after school activities and summer programming that extends beyond summer school as their needs. Both of which are addressed in the ESSER III plan. We will continue to meet with students monthly.

## Families

USD 290 has engaged families in a number of different capacities. We have done so through questionnaires, as well as through building and district level site councils. We also utilize social media platforms in a number of ways as well as our local radio station KOFO to put information out while providing access to us for questions and comments. We also meet with our local civic groups that have many of our parents involved with them as well. During the survey we asked parents to suggest their level of importance in how our ESSER funds were utilized including summer school, after school tutoring sessions, targeted small group instruction during the school day, summer enrichment in fine arts, computer technology, athletic camps, etc., improved connectivity to make technology and software available for home use, provisions for behavioral supports to campuses, use of funding to extend current programs, provisions, or interventions for an additional year or two, and the use of funds to retain staff. The survey also provided the option for opening ended questions as to what families think their students' top needs are as well as what priorities they recommend in addressing learning loss. The outcomes of that survey were to focus on summer enrichment including the fine arts, computer technology, camps, etc., provide additional support for academic intervention, and to expend funds to retain staff. The open-ended questions provided similar results. The conversations with families during site councils, again, provided similar results. Furthermore, some of our parents have chosen to utilize the public forum of our board meetings to express their ideas, concerns, etc. with our board and engage in conversation with them about improving our student achievement through this pandemic. ESSER funds have been discussed in this forum multiple times with dialogue routinely going to and from the board to those wishing to engage in that conversation.

USD 290 will continue to communicate with families via newsletters, in person events, surveys, radio and newspaper spots, social media, and through board meetings to gather their feedback and insights.

Clarification 3: USD meets monthly with parents during building SITE councils. During those meetings the needs of students are discussed as well as the opportunity to address those needs with ESSER funds. We also have sent out a survey to all parents and will continue to do so each year as we address the changing needs of our student population. The determination of that survey and discussions with parents is similar to what we have identified already including intervention, summer programming, small group instruction, and retention incentives to keep good staff. Each of these items is addressed within our ESSER III plan.

### **School and District Administrators including Special Education Administration**

USD 290 engages our administrative team, including our special education team every other week through administrator meetings. We also have daily conversations with our administrators regarding the needs of their students, processes in place, and how we best meet the demands of our population. ESSER funds are a consistent part of that conversation as we engage in dialogue regarding what the gaps in our learning are, how we address those needs, what additional supports might we need to put in place, and how we might be able to use our ESSER funds to address those issues.

Our admin staff was also provided the survey that we gave to all staff and parents suggesting their level of importance in how our ESSER funds were utilized. As stated previously, the survey provided the option for open ended questions as to what we believe our students' top needs are as well as what priorities they recommend in addressing their learning loss. As with the response we received from parents and staff, our administrators are most concerned with ensuring that we can overcome learning loss, ensuring that we have sound practices and fundamental instruction in place in our core as well as strong intervention tied to individual needs, and the retention of staff.

USD 290 will continue to communicate with our administrative staff daily and weekly via in person meetings to discuss the ongoing needs of our student and staff population.

Clarification 3: USD 290 meets every other week as an administrative team. In discussion of ESSER they have identified the need for retention incentives, summer programming, and intervention as their greatest need. Each of which is identified in the ESSER III plan. We will continue to meet with them every other week and discuss our ESSER III plan and any additional needs that may arise.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

USD 290 has engaged staff in a number of different capacities. We have done so through questionnaires, as well as through building level leadership teams and professional learning communities. Through the same survey provided to administrators and parents we also asked teachers to suggest their level of importance in how our ESSER funds were utilized through a rating scale of pre identified options as well as several open-ended questions as to what they think their students' top needs are as well as what priorities to they recommend in addressing learning loss. The outcomes of that survey showed a desire of staff to ensure that we retain quality teachers given the impending shortage, as well as providing behavioral support to them and our students as we have seen increases in student issues throughout the year. Most of the learning loss pieces of the survey came in near identical to one another in terms of need including small group learning, summer school provision, and strong intervention programs, however, these came in below addressing teacher retention and student behavior.

Through the BLT's and the PLC's our staff have discussed and continued to develop plans that address learning loss including after school intervention programs, in school intervention programs, addressing social/emotional concerns, and targeted small groups from both an academic and a social/emotional need. Our teachers, staff, principals, members of the union, etc. are engaged in these conversations weekly through our PLC's and our feedback loop. Through this process each staff member has access to their principal and the superintendent, as well as the superintendent and principals have access to each staff member. We have had multiple conversations through this process about what students need, what gaps in their learning exist, how we can address those needs, and if we would need to utilize ESSER funds to be able to accomplish those tasks and goals.

USD 290 will continue to meet with our staff weekly through BLT's as well as through other means of communication including surveys, newsletters, social media etc. to gain their knowledge and feedback.

Clarification 3: USD 290 meets every other week with our staff during BLT. In those discussions ESSER funds are discussed and our staff have identified the need for retention incentives, summer programming, and intervention as their greatest need. Each of which is identified in the ESSER III plan. We will continue to meet with them every other week and discuss our ESSER III plan and any additional needs that may arise. The information from BLT is then processed through the entire staff during PLC's. Their feedback is then brought back to the BLT, and then back to admin meetings for a full feedback loop. Subsequently, every staff member has a voice. We also provided a survey to staff which identified the same areas of need. We will provide those surveys annually as well.

## **Tribes**

Ottawa has a history of Native American tribes in our area. However, those tribal nations seem to no longer exist in an organized capacity. I worked with the Franklin County Clerk to determine who I might be in contact with to gain access to those organizations. She indicated that the County was not aware of any organized tribal nations still in existence in our area. Subsequently, we were unable to reach them specifically.

That does not mean that the voice of our native american students was not heard nor provided for. A survey was sent out specific to those identified in our SMS as native american. This included about 20 parents of 35 students. Through that questionnaire it identified that the plans that we have in place and continue to explore are in line with the needs they identified including additional support in small group intervention, more robust summer programming, additional after school programming and help, behavioral support, and the retention of our staff. One item that did come up in these conversations that did not exist in the others was a strong desire to provide greater internet connectivity. We will continue to work with our city and the state to secure broadband access to all students.

We also have been utilizing small groups with our counselors, social workers, and administrators to address our native american's thoughts on goals and needs, programs currently in place and what is working, as well as what they may like to see that would help them find success and close the achievement gap. These types of conversations take place daily across our district and come back to us via the administrative team at our bi-weekly meetings. From there, we address a plan for implementation if needed, and how we best ensure that we meet the needs of those students.

USD 290 will continue to communicate with families of our native americans via newsletters, in person events, surveys, radio and newspaper spots, social media, and through board meetings to gather their feedback and insights.

Clarification 3: USD 290 sent out a survey to all of our tribal families. The rate of return was poor, however, it did indicate that which we saw with families overall including small group instruction, intervention, summer programming, and staff retention incentives. We will continue engage this population in discussion via our staff, as well as annual surveys.

## **Civil Rights Organization including Disability Rights Organizations**

We do not have a large volume of special populations in our community and therefore we do not see a large number of civil rights organizations outwardly in our area. I did reach out to Franklin County administrators to determine if there were indeed persons

we could be in contact with to address such organizations. They confirmed that there were not any active civil rights groups in Ottawa, and the closest we would come to them would be through Lawrence and Douglas County.

I did reach out to 2 local groups here in Ottawa that work with our disadvantaged population: United Way of Franklin County and the East Central Kansas Economic Opportunity Corporation. Both groups had great ideas and felt that those processes currently in place with ESSER II funds should continue into ESSER III including after school programs, summer school programs - specific to experiential learning, academic intervention, small class sizes and small academic grouping, addressing behavioral and social/emotional needs, developing a mentor program, as well as ensuring that we can retain our staff appropriately.

They also discussed with us the opportunity to utilize dollars to address personal needs of students including car packages, school supplies, clothing vouchers, shoes, college visit costs, ACT costs, and mental health needs. They both also identified communication as an area that we can improve upon, although they did not identify how we could impact that with ESSER funds.

We do have a program specific to our persons with disabilities and our Special Education Director is a member of the local accessibility advisory board. During his time there they have discussed our schools and the best use of our funding mechanisms. In each instance they have felt that our plan to increase specified intervention, bolster the core curriculum, provide additional programs both after school and in the summer, as well as the retention of our staff are important issues.

Furthermore, the survey that we sent out to parents was available to all of our special populations with their results being tabulated with all parents. Again, the data showed that there is support for the plan that is in place.

We will continue to engage all of these groups in conversation regularly including our continued participation on their respective advisory boards, surveys, in person meetings, social media, and other relevant forms of communication.

Clarification 3: For our underprivileged students we meet regularly with Crystal Anderson at ECKAN and Leigh Hanson at United Way. These agencies provide services for our students from low-income families, those that are homeless, and migrant families. These discussions address needs and concerns regularly and how USD 290 can impact not only their academic growth, but also their familial growth especially during this pandemic. I met with Crystal and Leigh individually to discuss ESSER funds. They identified summer programming and after school programming as their greatest concerns as well as intervention strategies. They were excited to know that all 3 of those areas were covered within the plan. I meet with Crystal monthly and Leigh biannually. During each of those meetings we continue to discuss ESSER funds and how we can best utilize them to help our student population succeed.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We had a meeting with stakeholders from our students with disabilities population which included our special education director, our special education coordinator and our school psychologists, stakeholders from our ELL population which included our ELL coordinators, stakeholders from our homeless, foster, and migrant populations which included our social workers and counseling staff. Each of these groups impact one another and each were given the opportunity to provide their insights as to how we best utilize the resources we have through ESSER to meet the ongoing needs of our student populations.

This group as a whole indicated that our students were somewhat ahead of the game because we have been able to remain educating in person throughout this pandemic, with the exception of the initial 7 week school closure. That is not to say that we do not have areas in which we can identify for improvement. They did indicate that the current processes in place were a great first step including additional technology for all students, improved programming including digital programming for intervention, improved instructional resources, additional support through our MTSS program specifically identified for areas of need, improved summer programs, improved after school programs, etc. etc.

In terms of addressing additional needs, each group indicated a need to address learning loss over the summer months.

They further elaborated that these opportunities need to be experiential in nature, tied to their academic, but not necessarily just classroom seat time. Specifically for students with disabilities and our language learners, opportunities that allow students to continue to have structured environments specific to their what their learning goals would be.

They further identified the need for social groups for our foster, migrant, and homeless students to ensure that they have the opportunity to continue their social/emotional programs over the summer. These students are more susceptible to slides in their overall mental health as the supports around them wax and wane. Therefore, in order to ensure that the supportive programming implemented to ensure that students are safe and secure allowing for high levels of learning continues beyond the school calendar, a suggested summer program specific toward social/emotional stability was a part of the discussion.

Lastly, I met with the community corrections advisory group that oversees the juvenile justice in Ottawa and Franklin County, which also includes the director of the Franklin County Juvenile Detention Center. In our conversation there seemed to be consensus again that the programming that we have put in place for all students will be extremely beneficial for all students including those that are incarcerated. They did further identify that as COVID restrictions continue to open up that the instructor that was in place at the JDC would be their greatest request. This staff member had been transferred because the housing unit there was not accepting out of county students and therefore there typically less than 2 students incarcerated at any time and services were being provided to them in different ways. Now that there is an increase in population being served through Day School, Ottawa incarcerations, and students being housed from other counties in our JDC, that staff member has been reassigned and will provide full time in person instruction for those students once again.

We will continue to meet with each of these groups monthly to gain their insight and opinion as to the needs of our community and students.

Clarification 3: USD 290 meets quarterly with Community Corrections and The Franklin County Juvenile Detention Center, specifically with Dustin Browning and Ken Halliburton. Again, when the needs of individual students arise, we have an open line of communication back and forth. USD 290 meets monthly with Crystal Anderson at ECKAN in which we discuss a multitude of things. We also have scheduled meetings 2 times a year to ensure that we have programming for our students as they enter school and again for programming over the summer. USD 290 meets with United Way and Leigh Hanson 2 times a year in the same capacity as we meet with ECKAN. There is also open communication between the entities as the need arises as well. Case managers from Elizabeth Layton Center who represent a multitude of our disadvantaged students meet with USD 290 monthly, specifically Chrissy Robinson in most cases.

Lastly, representatives from TFI, DCF, the Franklin County Attorney's office, Cornerstones of Care, Elizabeth Layton Center, Willow Domestic Violence, and ECKAN, Life Care Center, and The Franklin County Juvenile Detention Center have set up a monthly meeting to discuss our disadvantaged students throughout the county.

USD 290 also hosts a monthly meeting with the Franklin County Children's Coalition along with the Early Childhood Coalition to address the learning needs of our birth to pre-k student population.

In each of these meetings we discuss the ability to use ESSER funds. ECKAN, ELC, and United way have identified summer programming, intervention, and after school programming as their greatest concerns. Each have been addressed in the ESSER III plan. The other entities including the juvenile detention center, community corrections, willow, etc. have indicated that they are not really in the know about what our students need, however, they have indicated that they trust the schools in making those decisions. We have provided them our plan and they have indicated that they agree with those measures. At each of our meetings we continue to address the needs of our students with them and how ESSER funds might be used to provide support.

**Provide the public the opportunity to provide input and take such input into account**



USD 290 has provided several opportunities for our community to be involved in this conversation. As stated in several responses above our parents were able to respond to a survey provided by the district to address their concerns with learning loss. Our families make up about 40% of our overall community and subsequently their responses are a fairly decent indicator of how the rest of the community feels as approximately another 30% of our community is tied to that school group as either grandparents, aunts/uncles, etc.

We also provide opportunities for our community to be a part of this conversation through the district's participation in civic organizations. Most notably the local Rotary group and the Optimists have had us work with them to explain what is happening in our schools, specifically with COVID, how they might help, and what our next steps are. These groups are great about providing their insight and opinion and well as providing additional resources to help meet those goals.

Each of our buildings and the district has SITE councils that we work with. We recently met with the district level site council to discuss ESSER funds and how we might utilize them to meet our students' needs. They were very adamant that we continue to address the social/emotional needs of our students, wanted to make sure that we continue to provide targeted intervention for those students who have lost instructional time, and that we retain our staff as best as possible in the current workforce climate.

Ottawa has a local radio station that has become the source of news information with the decimation of our local newspaper. Each of our administrators do a morning spot on the radio station and provide insight into what is happening within our schools. I talk about ESSER and learning during nearly every spot on Tuesday mornings. The station provides questions to be asked and takes calls from the public throughout the day and provides the opportunity for me to address those topics. It is truly a great format for getting information and disseminating information.

USD 290 also participates in a monthly meeting of elected officials which includes the 5 Ottawa City Commissioners, the 5 Franklin County Commissioners, the administrators associated with each entity, the Ottawa Chamber of Commerce, and the Franklin County Economic Development Council, as well as the members of the USD 290 Board of Education and administrative staff. During this meeting we not only discuss the use of ESSER funds, but other dollars that are being utilized during this pandemic including ARP funds and SPARK funds. Together, we discuss the needs of our community and the roles that each of us play in ensuring that we continue to provide for our constituents during this pandemic. These meetings are, in part, why our district has been provided face masks, sanitizer, etc. at no additional cost to USD 290 as the group developed a plan to purchase those items in other capacities. In having discussions about the best way to provide for our students, this group mentioned their participation in the survey that went out and felt that the direction the district is heading in responding to our students needs is right on track. We continue to have these conversations monthly moving forward.

We also have patrons come to board meetings and use their time during public comment to engage the board in their thoughts and ideas as to how we should address learning loss and the ESSER funds that we have available.

USD 290 will continue to communicate with our stakeholders via newsletters, in person events, surveys, radio and newspaper spots, social media, and through board meetings to gather their feedback and insights.

Clarification 3: The public is updated on ESSER at multiple meetings and events including radio shows, city/county/USD meetings, civic groups including Rotary and Optimist clubs, the Ottawa Recreation Commission etc. USD 290 has daily spots via KOFO in which we consistently address ESSER. Patrons know that they can call in and ask questions etc. Monthly meetings exist with city commissioners, county commissioners, and members of the Chamber, Development Council, and ORC. The ESSER plan has been discussed with these groups as well. We have presented the plan to both the Rotary Club and Optimist Clubs. In each instance with all of these groups, they have approved of the use of ESSER funds to address summer programming, after school programming, intervention, and teacher retention incentives. These meetings will continue in their scheduled courses and we will always address student issues with them and the availability of ESSER funds to meet our needs.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

---

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

COVID 19 has impacted us such that this year's 8th graders have not had a normal year of school since they were in the 5th grade. In Ottawa the impact of this has shown itself in many ways including cost impact, social emotional duress, learning, staff retention, and the overall morale of our systems. We do have special populations, however, there has not seemed to be a disproportionate impact that our data can see, other than an increase in the overall population of these students.

**Cost Impact:** The cost impact to our district has not been one that has put USD 290 in a difficult situation. Because of our incredible partnership with Franklin County we received a large sum of SPARKS funds that we were able to couple with our ESSER 1 dollars to ensure that we have proper disinfectant materials and strategies, that we had the appropriate safety measures in place including dividers, water bottle fillers instead of fountains, etc. etc. After initial purchases of hand sanitizer and masks, the County and City then provided those items for us so that we could utilize our ESSER 2 and 3 dollars to address learning loss and not the managerial needs of COVID. Because of this and our mitigation plan, our district has not lost a single day to in person student learning because of COVID, with the exception of the initial 7-week shutdown in March of 2020.

With that being said, the cost impact to overcome the other issues that we need to address including social/emotional, learning loss, etc. is substantial considering the additional work and personnel it will take to overcome those needs.

**Learning Loss:** In terms of our assessment data our scores have actually improved since the beginning of the pandemic in all of our major measuring sticks. Graduation rates went over 90% for the first time in the history of Ottawa High School in 2020 and remained close to that in 2021. Decisions related to curriculum, instruction, the MTSS process and professional development needs are made using a variety of data: ACT, KAP state assessments, NWEA MAP reading and math, FastBridge reading and math, and myIGDIs for preschool.

The Spring 2021 data indicated:

**ACT:** All junior students participated in the free ACT sponsored by the State. The mean scores indicate our students' strength to be in reading followed by science/STEM and then Math with English posing the most challenges. With this data, ACT preparatory classes have been added as electives in addition to an ACT Bootcamp opportunity for students. An ACT Consultant has provided professional development for teachers to connect ACT skills to their content areas.

**KAP:** Kansas State Assessment Spring '21 data showed that our 3rd, 4th and 7th grade students were scoring at or above the state average in math, 3rd grade scoring above the state average in reading and 8th grade scoring above the state average in Science. The trend data from the past 5 years indicated progress in almost every grade level. With this data, all grades 3-8 are using the interim assessments and mini-tests to offer students practice with the question types on the state assessments. Curriculum and instruction is also presented in standards-based classrooms.

**NWEA MAP Math and Reading:** The fall to spring growth from the 2020-2021 school year indicated growth; however, the percentage of students in the average and above categories is still in the 50-78% range rather than in the 70-80% range. The fall 2021 data indicates that our students in first grade and fourth-eleventh grades are beginning on target with the norm, but the second and third grade students saw a significant decrease.

**FastBridge:** The subtests used within FastBridge are early Math and Reading, aMath, aReading, Math Automaticity, Auto Reading, SAEBRS and mySAEBRS. These assessments offer starting points for teachers in offering interventions for students at risk for specific areas in mathematics, reading, and social skills. Results are used to guide core instruction, interventions, and professional development. This data demonstrated that a solid foundation of numbers and operations is necessary for all grade levels to address even if it isn't explicitly instructed with the content. It also indicates that specific skills like phonics, morphology and vocabulary, need to be strengthened in order to increase student reading comprehension. SAEBRS and mySAEBRS data directs teacher teams, counselors and social workers to pinpoint specific social emotional needs that need to be addressed with specific students.

**myIGDIs:** The preschool program uses data from myIGDIs which are early reading and mathematical skills. The growth in the

preschoolers from fall 2020 to spring 2021 was incredibly decreasing a large portion of students in Tier 3. The students in our preschools also scored well in their Fall 2021 FastBridge data, indicating that the renewed focus on using data to drive instructional decisions at that preschool level increases their kindergarten readiness. This data drives the discussions to increase the number of students who can be served through our preschools.

Social/Emotional: This is the area in which we have seen the biggest change in our student population. Although none of these issues are explicitly caused by COVID the virus, the pandemic in and of itself is certainly a large factor in why we are seeing and dealing with many of these issues. In the fall of 2021 we saw a huge increase in violent/sexual crimes against our students often times resulting in suicidal ideation. In a period of a week we saw a grandparent arrested for sexual molestation, a cousin arrested for indecent liberties, and a father arrested for physical assault against a child. In each of these instances these students came to school and expressed their need for help to an adult at school. Our social work and counseling staff have done an amazing job of reaching out to families and supporting our students while they continue to try and learn with these other issues looming and impacting their feeling of safety.

We have seen an increase of about 200% with our students with regard to suicide ideation. We have had multiple students attempt in the last 6 months and have been incredibly blessed that none have succeeded. We have also been blessed again with a great staff who have beyond a shadow of a doubt stopped many of these attempts and are most likely the reason that we have not seen any of our students be successful in their attempts. Because of our technology department and the systems that we have put into place, and because of the incredible relationships our staff build with our students we have been able to communicate these issues with parents and provide additional support for our students via internal and external agencies to address their needs and safety concerns.

We have also seen a huge increase in office referrals. In the month of October Ottawa Middle School saw nearly a 700% increase in office referrals. In many cases this is directly related to the pandemic. For example, our 8th grade students have never had a normal school year at OMS and therefore, they themselves were never modeled appropriate behavior. Our 7th graders who had a disrupted 5th grade year, and a 6th grade year that provided minimal mixing of students and transition, some of which chose to take a different learning route with remote instruction, etc. etc. and they have yet to see behavior modeled appropriately and our 8th graders do not know how to model that behavior as it was never modeled to them. Our 6th graders have no idea how they should respond as they are in a completely different system altogether than what they saw last year and neither the 7th or 8th graders can provide the appropriate modeling for them. Subsequently what we are seeing is the reteaching of behavioral expectations to an entire building and it is grinding on both the students and adults resulting in le

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

USD 290 intends to use the bulk of its ESSER III funds to specifically address the learning loss of our students through targeted and impactful intervention.

To begin with, USD 290 would like to continue to fund the interventionist initially provided for with ESSER II funds. Those funds will extinguish themselves after 1 year and the work that these interventionists will be doing is significant. Specifically these 3 staff members will be targeting the mathematical learning loss of students who were most impacted by the initial shutdown in March of 2020 and the change of the school process in the school year 2020/2021. In USD 290 those would have been our PK, K, 1, and 2 students. With the interventionists in place we will target the foundational skills lost with those specific students over the course of the next few years and build capacity in their learning that may have been affected due to the shutdown of our schools and the change of instructional practices in 2020/21. They will also work with teachers to provide great core instruction and ensure that the interventions that they are putting into place find relevance and correlate to the instruction that is occurring in the classroom for a seamless transition and application of knowledge.

This particular program coupled with our Title reading services that are already in place, as well as targeted intervention strategies that are taking place at the elementary buildings will address the major foundational needs of our most pressing

students during their developmental years. Although the intervention that is currently in place is not slated to utilize ESSER III funds, it is worth noting that it coincides with the use of the interventionists and is part of the overall plan to address learning loss. Through previous work with TASN USD 290 developed a plan to implement a robust Tier 1, Tier 2, and Tier 3 instructional model that was intended to provide multi-tiered systems of support in the area of reading, math, and behavior. The reading and behavior plans were basically in effect prior to the pandemic, however, we had yet to be able to implement the math plan due to COVID. However, that plan is now in place, there is specific intervention time set aside at the elementary, middle, and high school to address both reading and math specifically. These programs are outside of Title for reading and what the math interventionists are providing, however, they work in tandem and provide additional support for our students needing that continuation of instruction in order to meet their learning goals. The plan in place is already finding success and its continuation should reap significant dividends as we move forward.

USD 290 also plans to continue its after school programming. Currently we are employing staff to stay beyond their contract time to provide additional support and instruction to students who need it. This is an optional platform that our families can access should they choose and many of them are opting to do so. Not only has this been beneficial in helping our students who need to catch up on missed information, or need additional help in their initial understanding of concepts, but it also has been beneficial in providing small group instruction, mentoring amongst peers, and an avenue for students with high anxiety to participate in the learning process with less observers and more direct communication with the teacher.

Our work with parents has indicated a strong desire for summer school programming, however, together we have identified a different way in which we can provide that programming. Historically, the 4-week summer school program designed specifically for math, reading, or credit recovery has yielded minimal results. Therefore, given the high levels of anxiety and social emotional issues that we face with our students, the fact that many of our students have had experiences taken away from them during this pandemic including but not limited to field trips and other learning opportunities, we feel that we can couple learning experiences with our learning standards. Our intention is to offer our students the opportunity to take "adventures" with our staff over the summer to identify learning spaces that align with our learning targets and goals. In doing so, not only can we address expected behaviors, how to act in public, etc. etc. but we can also address experiential and hands-on learning in ways that our schools can not always provide. For example, Science City in Kansas City has amazing learning scenarios for our students that we can then tie applicational knowledge to. Prairie Fire Museum in Overland Park will provide learning experiences in science and mathematics that coincide with our curriculum and provide activities that make that learning come to life. We have been exploring a number of options that provide experiential opportunities for our students that surround our curriculum and standards while allowing students to be hands on, interactive, and authentic in their learning.

Currently the most pressing concern in terms of ensuring that we address instructional loss is the retention of our current staff. Due to the increase in achievement accountability, student behaviors, anxiety, and of course fear and concern for one's health we are seeing more of our staff who are eligible for retirement take it, and those who have just come into the profession and are not necessarily tied to it, find other jobs to consider. In our area we have a number of industries whose starting wages are above the base teacher salary and offer a number of incentives including tuition reimbursement, relocation, and upward mobility. These opportunities are only growing as these industries feel the lack of work force as well and continue to offer incentive plans that become difficult to deny. As our staff continue to endure the onslaught of negativity that surrounds public education it becomes increasingly difficult for them to continue the pursuit of what started us in this career to begin with, which was the love of children and education.

We are currently struggling to fill paraeducator roles, the specialist roles (occupational therapy, speech pathology, school psychologists, etc) are nearly impossible to find and when you do competing with the salary they command in the open market is even more challenging, special education teachers are equivalent to unicorns, and the inability to find quality math and science teachers has been documented for years. All of these challenges are now exacerbated due to COVID and the departure of many of the staff

that we have counted on as being the foundation of our systems for years. We will continue to do our best in assuring that our systems are working at full capacity, however, this is a cyclical in nature as this shortage becomes pronounced. Positions that are left unfilled will have to be enveloped by other staff members creating more work, more stress, more anxiety which may result in more turnover. More turnover with less available staff results in more of the same. Teacher retention is going to be a major consideration of our schools as we move forward.

USD 290 will continue to host small group instruction and intervention. We are currently using ESSER II funds to limit class size for one grade level so that we can have consistency in that small group instruction throughout the district. We have also

implemented a robust multi-tiered system of support kindergarten through 12th grade to address specific instructional needs and gaps with our students. Although this was done with during the contract day and did not require additional funding to make possible, we did use ESSER II dollars to incorporate 95% Group, Lexia Core 5, Happy Numbers, Newsela, Math 180, and Maneuvering the Middle as intervention materials across multiple buildings meeting the needs of both our instructional sta

## **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 290 will continue to be flexible in its plan as these funds will be utilized several years into the future. However, it is clear at this point that there are several things that will be consistent throughout that process. These are identified below, however, are in no order of importance.

**Retention of Staff:** Like many schools in our state the recruitment and retention of staff is at the forefront of conversation. We feel positive that we can recruit staff to our district and our past history would support that notion. However, COVID has certainly impacted our staff to which those that were able to retire are choosing to do so, and those that were on the fence about the profession may choose to leave, especially in the realm of special education. That does not even take into account our classified and support staff and the number of positions that we currently have open and the difficulties we are facing in filling them.

To start we would like to provide a retention incentive for our staff that would follow the following plan which would be estimated not to exceed \$669,000 for a \$1,500 incentive. The plan falls out as follows:

**Classified Retention Incentive (not to total more than \$1,500):**

Provide \$375 per quarter through 1st quarter of 2022/23 school year beginning in December of 2021/22 school year.

Staff member must retain their position through the entirety of the quarter

Should they do so, they will receive a retention incentive of \$375 for the previous quarter worked

Available only in December of 2021, March of 2022, May of 2022, and October of 2022

Should the employee leave in the middle of any quarter, they will forfeit the entirety of any incentive

Any new staff joining USD 290 would be eligible for incentive after working 1 full quarter

(day 1 of the quarter to the end of the quarter) - if joining in the middle of the quarter, they will not be eligible until the end of the next full quarter.

**Licensed Staff Retention Incentive (not to total more than \$1,500):**

Provide a lump sum payment in May for anyone signing their contract to return to USD 290 for the 2022/23 school year

Contracts will not include salaries as that will still be negotiated

Should the employee utilize the negotiated agreement to end their employment at any time from the point of acceptance through the remainder of the 2022/23 school year they shall be responsible for the conditions of release identified in the NA as well as a repayment of the entirety of the retention incentive.

The second piece would be to continue the interventionist position into the 23/24 school year and possibly into the first semester of the 24/25 school year. These interventionists will begin in the 22/23 school year at each of our 3 elementary schools and will target those students hit hardest by the initial shutdown which are now our 2nd, 3rd, and 4th graders. We will use this personnel to provide specific intervention in mathematics for those students as we try to fill gaps as well as provide additional instructional coaching to our staff who are providing core instruction to our students. This will cost our district about \$300,000.00 per year.

An additional piece will be the continuance of providing health support staff at each of our buildings. Our nursing staff have been overwhelmed and continuing to provide RN support in each building is a necessity. We will provide this through the fall semester of 2024 at a cost of about \$80,000 per year with salary and benefits.

We will also continue to provide additional support through a more robust summer school including experiential learning. Our staff is currently working on plans in which we can identify student experiences (i.e. Hutch Cosmosphere, Science City, Nelson Atkins Art Gallery, etc. etc.) that align to our instructional standards and provide truly hands-on experiences for our students.

Not only do we want to address the academic side of this process, but also that social emotional piece. It has become clear that some of the behaviors that we have seen impact our schools this year are directly correlated to the lack of participation of our students in external programming that provides for social norms and cues, understanding group settings and

dynamics, understanding behavioral expectations in public places, etc. etc. It was also clear from our conversations with stakeholders that providing these types of summer programs including social groups is important to their growth by continuing the learning that was taking place throughout the school year and lessening the impact of the summer slide during break.

These processes will be incredibly important to our students and families as we try to overcome many of the social/emotional issues that have been developed due to this pandemic and the isolation of families that has occurred.

We will also continue to provide resources that allow for digital intervention and practice that families can use from home. This may result in continued purchase of licensing etc. However, it has become clear that the ability and ease of the digital platform has positively impacted the lessening of the learning gap within our student body.

We also want to utilize ESSER funds to address summer professional development for our staff as we continue to implement new systems including our core reading instruction at the elementary level, and math resources K-12. With continued staff development in these areas improving our overall instruction we can limit the number of students who need additional intervention as well as expediting the narrowing of the gap for students due to the soundness of our whole group instruction. With less students needing intervention, our small group instruction and targeted intervention should be more impactful, again, advancing gains in learning at a much quicker rate.

We would use this professional development time to also address curricular gaps and scope and sequence. By shoring up our core curriculum in all areas we provide much more targeted and efficient instruction to all kids with specific learning targets in mind. This complete understanding of our curriculum, the standards we teach, and the sequence in which we teach them will also benefit our intervention as we ensure alignment with our curriculum, relevance to what is being taught, and consistent use of language and terms. In doing so, we provide greater access to learning and improve the levels of achievement for our students as we progress.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our discussions with students, staff, administrators, board, community members and stakeholders identified a couple of things that are impacting the level of learning loss within our student body. We would like to utilize ESSER funds to address our learning loss through the following proposals.

The social/emotional needs of our students is something that we continue to monitor and account for. Through the Boys Town model we have not only begun to address student behavior, but utilize the well managed schools template to provide improved motivation for our students with challenging social/emotional, behavioral, and academic needs, to reduce severe discipline problems, increase student and teacher satisfaction with the power of positivity, an improvement of the administrative process, an improvement of students physical and emotional safety, and also to improve absenteeism. Although these items are not specific to our students from poverty, ELL, disabilities, etc. they do impact them and at times given the issues facing these students impact them at a higher level.

We will also continue to offer our intervention program through the MTSS model. Our students who have shown that they have specific gaps in their learning have been identified and additional support is being provided to them in small groups during core instructions as well as through distinct and specific intervention strategies. Although this process is not specific to the disproportionate factions of communities, it directly impacts them as we see additional support being provided to those students with those identified needs.

We also address this with additional intervention opportunities through our introduction of interventionists. These 3 additional staff members will address students who were in grades K, 1, and 2 when the pandemic first hit and lost significant instructional time through the school closure in the spring of 2020. Through this process we will identify specific needs of these students and apply additional support on top of the core instruction, small group instruction, intervention through MTSS, and tie this to increased math intervention and additional reading intervention. They will also be utilized to provide some instructional coaching to our staff to increase core instruction effectiveness as well.

Our special populations were identified by stakeholders to need extended school year options to continue their learning and diminish or eliminate their summer slide. Specifically with ELL, Special Education, and our foster and migrant students a summer program that provided for continued academic programming as well as continued social emotional growth through social groups was identified as a necessity. USD 290 will utilize ESSER III funds to provide a robust summer school program that not only addresses academic function but also social and emotional programming based upon the needs of our students.

USD 290 also plans to continue to provide for and improve our intervention programming. Specifically those that address math and reading deficiencies. By improving access to these programs in a digital environment, our students, specifically those from disadvantaged backgrounds and disproportionate groups have access to continued learning through their Chromebooks while working offline and will be able to do so even without access to the internet. Therefore, we have the ability to provide access to all families the ability to continue learning through these programs, provide all families the resources needed to continue to learn outside of the school day, provide instruction as to how to grow through the programming even for those families that do not have the requisite skills to teach from home, and of course to be able to bring that additional learning by into the classroom by providing relevance through the core instruction.

Another considerable prospect that will specifically help our disproportionate populations is to ensure that we can retain our current staff. By continuing to staff licensed and highly qualified instructors, providing small class sizes, employing staff in support positions that provide intervention, and ensuring the overall positive function of our schools, we impact those disproportionate populations at a higher level. In doing so we ensure that our most needy populations continue to operate in classrooms where the enrollment numbers are low enough that small group and individualized instruction dominate, that our support staff can be utilized to provide support and not required to simply ensure that we can staff classrooms, and that the social emotional supports provided throughout the school can continue.

Obviously all of these things impact the overall academic health of our student body. Although many of these programs are accessible to the entire student body, the identified populations will be accessing them as well, depending upon their need and level of learning application. In recognizing those needs, the additional resources that have been identified here will certainly impact those students and create an environment of learning that will ultimately close the achievement gap created by this pandemic.

For clarification: As to who we met with to address subgroups of students other than our staff it should be noted that for our incarcerated students we meet regularly with Ken Haliburton, director of the Franklin County Juvenile Detention center, to discuss the needs of our students and their access to education. For those that have been incarcerated and are not working through the juvenile justice system we meet regularly with Dustin Browning with the area Department of Corrections. Again the purpose of those meetings are to discuss services for our students and how we can better serve their needs. For our underprivileged students we meet regularly with Crystal Anderson at ECKAN and Leigh Hanson at United Way. These agencies provide services for our students from low-income families, those that are homeless, and migrant families. These discussions address needs and concerns regularly and how USD 290 can impact not only their academic growth, but also their familial growth especially during this pandemic. We also work directly with KVC and TPI for our foster students in addressing their needs both socially and academically. For our students of color we work directly with parents to receive feedback upon their growth and needs. Through our Individual Plans of Study that exist K-12 we work with parents regularly to determine the goals for their children, understand learning styles, and address learning needs. Those conversations are then translated into action as we develop strategies to ensure that we meet those needs. Throughout each of these conversations learning loss is a major part of our dialogue and how we can utilize the funding provided to us through ESSER to address those needs.

Clarification 2: We meet with each of these entities when the needs of our students arises, however, we also have regularly scheduled meetings to discuss programming in general and how we best meet the needs of our students overall. USD 290 meets quarterly with Community Corrections and The Franklin County Juvenile Detention Center, specifically with Dustin Browning and Ken Halliburton. Again, when the needs of individual students arise, we have an open line of communication back and forth. USD 290 meets monthly with Crystal Anderson at ECKAN in which we discuss a multitude of things. We also have scheduled meetings 2 times a year to ensure that we have programming for our students as they enter school and again for programming over the summer. USD 290 meets with United Way and Leigh Hanson 2 times a year in the same capacity as we meet with ECKAN. There is also open communication between the entities as the need arises as well.

No space, added the rest to the first student se



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$3,527,931	\$0	\$3,527,931	ESSER III Allocations	\$705,587
Approved Total	\$1,830,000	\$0	\$1,830,000	Approved Total	\$1,830,000
Amount Left	\$1,697,931	\$0	\$1,697,931	Amount Still Needed	\$0
In Review Total	\$245,000	\$0	\$245,000	In Review Total	\$245,000
Amount Left	\$1,452,931	\$0	\$1,452,931	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
290-3-0008	Direct	True	1000	110	16	\$245,000	Task Force Review
290-3-0001	Direct	True	1000	110	16	\$40,000	Approved
290-3-0002	Direct	True	1000	110	12	\$750,000	Approved
290-3-0003	Direct	True	1000	110	16	\$400,000	Approved
290-3-0004	Direct	True	1000	110	11A	\$200,000	Approved
290-3-0005	Direct	True	1000	644	12	\$200,000	Approved
290-3-0006	Direct	True	2100	110	16	\$200,000	Approved
290-3-0007	Direct	True	1000	110	16	\$40,000	Approved

## Line Item Details

Line Item ID: 290-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

89 E 1000 110 0010 000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 290 would like to pay for 2 staff members via ESSER III funds that we have had to replace. Our budgetary constraints are making it difficult for us to continue to offer lower class sizes. Our 4th and 1st grade need to continue to be 9 section programs across 3 different elementary schools.

We would like to use ESSER III dollars to continue with a 4th grade teacher at Lincoln Elementary and a 1st grade teacher at Sunflower Elementary. Our 4th grade at Lincoln have been some of our hardest hit by the COVID pandemic as they lost a portion of their 1st grade year, they were in a modified school situation through their 2nd grade year, and were still dealing with significant learning gaps through their 3rd grade year. It is imperative that we have the appropriate staffing to continue to be able to fill gaps related to their COVID learning loss and ensuring that we can keep our staff at 3 sections would be a huge benefit.

We would also like to keep our 1st grade at Sunflower Elementary at 3 sections. Again this group of kids was hit significantly with the COVID pandemic as many of their formative preschool years were impacted. Because of their inability over the last 3 years to gather, to participate in group function, and to learn how to operate/cooperate in groups, their overall learning continues to be impacted by this pandemic. Again, it is imperative that we have appropriate staffing that allows us to have manageable class sizes as we continue to bring our students along post pandemic. Additional staffing in this area would allow us to work not only on addressing "normative" group behaviors, but also ensure that these students have the foundation skills necessary to be successful readers, thinkers, and decision makers.

The cost of said staff members would be approximately \$125,000 including salary, benefits, etc. for the 2022/23 school year and about \$130,000 for the 2023/24 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$120,000
<b>Budgeted Expenditures in SFY 2024</b>	\$125,000
<b>Total Expenditures</b>	\$245,000

**Status**

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**

Salary

**Account Number**

88 E 1000 110 0029 130

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss caused by the COVID-19 pandemic, we will provide summer professional development for staff that will focus on a deeper dive into our curriculum, our scope and sequence, and our resources to better prepare our staff to continually identify, target, and address the learning loss of our students from this pandemic.

Comments: We have a comprehensive summer PD program that includes 26 different learning options centered around structured literacy, dyslexia initiatives, math intervention, common assessments, scope and sequence, core reading and math curriculums, fast bridge, effective phonics instruction, kindergarten readiness, social emotional growth, individual plans of study, Boys Town, PLC, IEP's, etc. etc. Each of these were identified through the help of our staff, board, and administration. The process will be 100% voluntary as this is beyond the contract.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$40,000</u>
---------------------------	-----------------

**Status**

Approved

Line Item ID: 290-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

88 E 1000 110 0010 000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss caused by the COVID-19 pandemic, we will support the continuation of staff members who will work as instruction interventionists within the day and focus on targeted math instruction, which is a similar approach to our title reading staff.

Comments: Below is the salary break down for the first year of usage 2022/23. This will continue for through the winter of 2024 or until ESSER funds are depleted. The cost in those subsequent years will be determined after the negotiations process.

Teacher 1:

	End of Fiscal Year 2020-2021	Fiscal Year to date 2021-2022
Salary-	61953.48	50417.16
FICA-	3769.88	3243.16
Medicare-	881.66	758.49
Advance Life-	0.00	24.00
BCBS Benefit-	4800.00	1440.00
Life Over 50K-	143.92	126.02
Unemployment-	63.51	70.49

Teacher 2:

	End of Fiscal Year 2020-2021	Fiscal Year to date 2021-2022
Salary-	62843.34	32160.54
FICA-	3404.47	1706.90
Medicare-	796.20	399.19
Advance Life-	43.20	16.80
BCBS Benefit-	5760.00	2880.00
Life Over 50K-	83.96	53.60
Unemployment-	64.71	46.50

Teacher 3:

	End of Fiscal Year 2020-2021	Fiscal Year to date 2021-2022
Salary-	51066.62	41832.64
FICA-	3163.76	2575.38
Medicare-	739.92	602.31
Advance Life-	0.00	0.00
BCBS Benefit-	4800.00	3840.00
Life Over 50K-	45.26	45.81
Unemployment-	54.45	58.35

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300,000
<b>Budgeted Expenditures in SFY 2023</b>	\$300,000
<b>Budgeted Expenditures in SFY 2024</b>	\$150,000
<b>Total Expenditures</b>	<u>\$750,000</u>

<b>Status</b>
Approved

**Line Item Comment from KSDE**

Please provide an estimate of the salary breakdown for these positions.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

88 E 1000 110 0010 000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic has caused high-quality educators to consider leaving the profession. We will provide retention incentives to licensed staff to ensure that USD 290 does not continue to lose staff when it is becoming increasingly difficult to recruit and retain staff. USD 290 would provide a total of \$1500 in a lump sum payment in June to any licensed employee who continues their contract with USD 290 for the 22/23 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$400,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$400,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Classified Retention Incentive (not to total more that \$1,500):  
Provide \$375 per quarter through 1st quarter of 2022/23 school year beginning in December of 2021/22 school year.  
Staff member must retain their position through the entirety of the quarter  
Should they do so, they will receive a retention incentive of \$375 for the previous quarter worked  
Available only in December of 2021, March of 2022, May of 2022, and October of 2022  
Should the employee leave in the middle of any quarter, they will forfeit the entirety of any incentive  
Any new staff joining USD 290 would be eligible for incentive after working 1 full quarter  
(day 1 of the quarter to the end of the quarter) - if joining in the middle of the quarter, they will not be eligible until the end of the next full quarter.

Licensed Staff Retention Incentive (not to total more than \$1,500):  
Provide a lump sum payment in May for anyone signing their contract to return to USD 290 for the 2022/23 school year  
Contracts will not include salaries as that will still be negotiated  
Should the employee utilize the negotiated agreement to end their employment at any time from the point of acceptance through the remainder of the 2022/23 school year they shall be responsible for the conditions of release identified in the NA as well as a repayment of the entirety of the retention incentive.

Another considerable prospect that will specifically help our disproportionate populations is to ensure that we can retain our current staff. By continuing to staff licensed and highly qualified instructors, providing small class sizes, employing staff in support positions that provide intervention, and ensuring the overall positive function of our schools, we impact those disproportionate populations at a higher level. In doing so we ensure that our most needy populations continue to operate in classrooms where the enrollment numbers are low enough that small group and individualized instruction dominate, that our support staff can be utilized to provide support and not required to simply ensure that we can staff classrooms, and that the social emotional supports provided throughout the school can continue."

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary Summer School

**Account Number**

88 E 1000 110 0029 130

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic illuminated the need for us to offer summer programming for students to address learning loss. This program will provide a rich and robust summer school program to address credit recovery, math gaps and reading gaps with our students, social emotional needs, and provide experiential learning opportunities for our students.

Comment: The summer school program will be a volunteer experience for all students. Subsequently there will be 1053 elementary aged students who will be invited to participate. We will also provide the opportunity for each of our staff members to be participative in this process which would cover 102 licensed staff members plus about 50 classified staff members for our students with IEP's. Overall we are expecting to have about 30 teachers participate, about 400 students, and about 20 classified staff members based upon initial conversations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$200,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide estimated number of students and staff as well as a timeline of service delivery.

Line Item ID: 290-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbook Intervention Materials

**Account Number**

88 E 1000 644 0010 000

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic taught us that supplemental academic programs support students in their learning and can help address learning loss. As such, we will continue with the purchases of Lexia, Newsela, IXL, 95% group, Happy Numbers, etc. to provide intervention resources to our students that can be used both at school and at home with families.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$200,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "We will also continue to provide resources that allow for digital intervention and practice that families can use from home. This may result in continued purchase of licensing etc. However, it has become clear that the ability and ease of the digital platform has positively impacted the lessening of the learning gap within our student body."

Line Item ID: 290-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

88 E 2100 110 0010 000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic forced us to focus on the continued health and well-being of students and staff. As such, we will continue to employ a licensed nurse at Garfield Elementary School.

Addition: We recognize that this may not be covered under the 20% learning services.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$80,000
<b>Budgeted Expenditures in SFY 2023</b>	\$80,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	\$200,000

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "An additional piece will be the continuance of providing health support staff at each of our buildings. Our nursing staff have been overwhelmed and continuing to provide RN support in each building is a necessity. We will provide this through the fall semester of 2024 at a cost of about \$80,000 per year with salary and benefits." This line item may be allowable under the other 80% but does not qualify as part of the 20% minimum Learning Loss.

Line Item ID: 290-3-0007



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

88 E 1000 110 0029 130

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss caused by the COVID-19 pandemic, we will provide summer professional development for staff that will focus on a deeper dive into our curriculum, our scope and sequence, and our resources to better prepare our staff to continually identify, target, and address the learning loss of our students from this pandemic.

Comment: Comments: We have a comprehensive summer PD program that includes 26 different learning options centered around structured literacy, dyslexia initiatives, math intervention, common assessments, scope and sequence, core reading and math curriculums, fast bridge, effective phonics instruction, kindergarten readiness, social emotional growth, individual plans of study, Boys Town, PLC, IEP's, etc. etc. Each of these were identified through the help of our staff, board, and administration. The process will be 100% voluntary as this is beyond the contract.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$40,000</u>
---------------------------	-----------------

**Status**

Approved

# ESSER III APPLICATION FOR D0310

Status  
Approved

## KSDE Application Comments

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Fairfield	16115 S Langdon Road, Langdon, KS 675839052	16115 South Langdon Road, Langdon, KS 675839052
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Betsy McKinney	bmckinney@usd310.org	(620) 596-2152

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Betsy McKinney	Superintendent	bmckinney@usd310.org	(620) 596-2002

## 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/1338684/Reopening\\_Plan\\_2021-2022.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1338684/Reopening_Plan_2021-2022.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?**

Eighty percent of the ESSER III funds we are awarded will go towards improving air quality in our school district. This usage of funds will align with Reason #14: "Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement. All federal requirements for this project will be followed.

Twenty percent of our funding will go towards two areas of focus: Reason 11, planning and implementing activities related to summer learning and supplemental after school programs. The main targets of both of these programs are low-income students, children with disabilities, English language learners, migrant students, homeless students and children in foster care. We also plan to use part of the 20% funding to address learning loss among student help overcome academic learning losses since the pandemic began, as well as support. We will only use the money towards evidence-based programs discussed later in this document. By evidence based, we mean they fall into the tiers required by ESSA standards.

## 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 emailed a link to students for a student survey that was similar to the parent survey. Only our students in fourth grade and up were invited to respond to the survey. They were given time to do it in class. The top choice for the best use of ESSER III money was for continued emphasis on technology and access. As far as how to best address academic learning loss, most of our students said hiring additional staff would best address learning needs. We have tried hiring staff and have not been successful in getting people to work. We currently have ads out for both classified and certified positions that we can't fill.

## **Families**

We shared a survey out online and on paper to all parents. There was a tie for the best use of ESSER FUNDS selection. The two most chosen choices were as follows: (a) programs and activities that address student learning loss to include additional staff to support academics; and (b) improvement to facilities in environmental factors like air quality. As far as how to address learning loss, the top choice was academic remediation and recovery to include after-school programs.

## **School and District Administrators including Special Education Administration**

We did an online survey of administrators and found that all of those surveyed wanted to spend ESSER III money most on Improvements in facilities in environmental factors, such as improving indoor air quality. As far as how to help with academic learning loss, it was a 50/50 split with both of these methods chosen: Academic remediation and recovery to include after-school programs and an extensive summer school program to address learning loss.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We did an online survey with all employees, both certified and non-certified, who were not administrators. Their top choice for how to spend ESSER III money was do make improvements in facilities in environmental factors, such as improving indoor air quality. As far as what they would do to help overcome academic learning loss, a clear majority of those in this group said they wanted more paraprofessionals to help with individual students. We are currently advertising for para's and other positions, without much success and most of this group knows that.

## **Tribes**

We have only two families in our district that list Native American as part of their race and no identified tribal groups in our district boundaries. I reached out to both families to make sure they submitted the survey so that we could have their input. One of the family votes went towards creating programs and activities that address student learning loss to include additional staff to support academics. The other response went to working on Student Social/Emotional/Mental Well-Being. As far as to the best way to address learning loss, one choice was to have academic remediation and recovery to include after-school programs and the other response was to have an extensive summer school program to address learning loss.

## **Civil Rights Organization including Disability Rights Organizations**

We did not have either of these organizations as formal groups in our district boundaries, but there are some in our county. I contacted a representative of the Reno County Developmental Disability Organization and sent them a survey, but they did not send it back in to me. I have reached to TECH Inc., a group in Hutchinson that helps adults and children with intellectual and developmental disabilities achieve their independence. We did the survey verbally, and they said that what was most important to them was anything that most address their population, so therefore their top way to spend the money was additional support for special populations, such as students with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students. They also chose as their best way to address learning loss was to hire more staff to directly help students in the underserved groups. The only Civil Rights group I could locate within our county (not our district) was the Hutchinson chapter of the NAACP. They had no email, phone number, or person listed on their website. They did have an address, so I sent them a copy of the survey and also my business card to call me at school if they wanted to do this over the phone. I have had no response from the NAACP letter I mailed this fall.

## **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 sent the survey link (and also a paper copy) out to the parents of student with IEP's and those on 504 plans. We also sent it to the foster parents in our district and the homeless families. We put the district office phone number on the form in case parents wanted help understanding the questions and a few of them did call us to explain the choices. This subgroup felt the best purpose for ESSER III funding was Additional support for special populations, such as students with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children Who are Incarcerated, and other Underserved Students. As far as how best to address learning loss, the top answer was to hire more paraprofessionals to help with individual students.

### **Provide the public the opportunity to provide input and take such input into account**

We shared our online survey with the public as well, and also invited them to speak at Board Meetings or to individual board members/administrators as to how they felt about the topic. We also put information in our monthly district newsletter that is mailed to every home in our district. It told all about what ESSER funds are, why we are asking for them, and why we need everyone's input to figure out how to best spend the funds. This group included community members, district patrons who are not parents or employees, and several senior citizens groups from our local towns. This group had the most responses on how to spend ESSER 3 money aimed at improvements in facilities in environmental factors. When asked how to best address learning loss, the largest response of this surveyed group was to have academic remediation and recovery to include after-school programs. We also shared written surveys with people in this group that did not respond online.

### **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 largest academic effect felt in our school district (elementary especially) is that our reading scores fell for the first time in six years. Our math scores overall fell as well. We were not able to do MTSS grouping in either reading or math because of the need to keep students apart from each other while we deal with COVID. We also had to keep our middle and high schoolers in small cohort groups to be able to stay open. I have detailed the data associated with learning loss in Part C of this application. As far as the emotional impact upon our students, they did report in the Community That Cares survey that there was an increase in students who see themselves at-risk in regard to their well-being. The data went from 39.3% in 2020 to 51.6 % in 2021. COVID has also made a huge hit on our attendance and we have even had to have four days of remote learning in January due to 39% of our staff and 20% of our students out with the virus. The pandemic has affected all of our students, including every subgroup you can find in our population. It perhaps has hit the hardest on those students who do not want to be at home any more than they have to be. Many of our district students live at or below the poverty level and school is the place where they come to meet many of their needs. We teach them, we feed them, we buy clothes & shoes for them, we believe in them, we help them, we accept them, we cry with them, we encourage them, and we love them. Many of our staff and students will tell you the quarter of school missed for COVID (because of the statewide shutdown) was one of the least favorite times of their lives. We have all learned that we truly need each other, and especially that our students need to be in school!

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The academic impact of COVID has been serious and we can really see that by examining data of the same class of students over time. Both our reading and math student achievement was negatively affected by time lost due to COVID. For example, we followed two of our current elementary classes from the 2018-2019 pre-pandemic school year to the current year of 2021-2022. In 2018-2019, exactly 90% of our Kindergarten Class (now third graders) scored at or above grade level in reading. When they returned in the fall of 2020 after instruction missed during the fourth quarter of 2019-2020, their beginning score was 47% at or above grade level. Current winter 2021 tests show only 53% of that same class of students reading at or above grade level. We also traced the progress of this year's fifth grade, or the Class of 2029. This is a class with numerous students that struggle academically. In 2018-2019 their pre-pandemic progress for second grade was that 58% of them were reading at or above grade level. After a quarter out during their third grade year of 2019-2020, they returned to a combined remote/in-person learning with only 29% of them reading at or above the third grade level. They finished the 2019-2020

year with 31% of the students at or above grade level in reading. By the end of last year (2020-2021) only 21% of the Class of 2029 were reading at or above grade level, and the most recent winter scores for 2021-2022 are that only 19% of them are at or above grade level. This data is from DIBELS and FastBridge assessments for testing if a student is reading at grade level or not.

Math scores were also negatively impacted, although not as much as reading scores. For this year's third grade class, they scored with 95% of the students being at or above grade level in 2018-2019 when they were in Kindergarten. They were still somewhat on track in 2019-2020 when 81% of them scored at or above grade level in first grade math. When those same students returned to campus in 2020-2021 (some chose remote learning) their scores fell to 60% at or above grade level. That was a loss of 21% of the students in the class from the spring to the fall of 2020. By the end of 2020-2021, those second graders had made it back to where 80% of the students were at or above grade level, but this year's winter scores show only 76% of this year's third graders doing math at or above grade level. The effect is ongoing unfortunately. As far as math testing for this year's fifth graders, when they were in second grade in 2018-2019, they scored as a class with 79% of the students working at or above grade level. By the fall of their third grade year, that score dropped to only 35% and even worse, by the spring of their fourth grade year (2020-2021) only 31% of the students scored at or above grade level in math achievement. This past fall (2021-2022) the current fifth graders took the FastBridge test and only 28% of them scored at or above grade level. These deficiencies are serious and need our continued attention and intervention.

When we took this same data from the classes and broke it into subgroups, we saw the same trend across the board. A majority of our students are on free/reduced lunches, but what we found somewhat surprising is that the non-free/reduced lunch group was affected to the same degree as the first group. Since the number of students that chose remote learning last year instead of in-person instruction was about 1/2 from each lunch status group, we feel that may be part of the reason for the equal spread of academic loss among both groups. The time lost from regular instruction due to COVID seems to have affected each of our sub groups in similar ways.

We will use 20% of our funding to target the academic impact of the pandemic. This will include a summer program targeting At-Risk students for the 2023 summer. We have saved ESSER 2 funds to pay for the 2022 summer program. Our plans for this funding also includes the After-School program for the 2022-2023 school year. In addition, we would like to be able to purchase individualized educational programs to improve reading and math skills, such as Lexia, IXL Learning and PLATO Learning from Edmentum. We also want to research Social Emotional Curriculums and instruments to track SES growth, but it will take time to study if there are any available that meet ESSA guidelines. We are still searching for that! We are currently researching SES curriculum and assessments and would like to be able to have more time to select one that meets ESSA standards of being evidence-based.

Below I have included specific information on three of these programs and how they meet ESSA guidelines of researched, evidence-based curriculum

Lexia: ESSA legislation categorizes evidence into three different levels: Strong, Moderate and Promising. Lexia has eight studies with Strong evidence—the highest level of rigor defined by ESSA—and an additional seven studies with Moderate or Promising evidence. Strong evidence is defined as well-designed, well-implemented experimental studies that include randomly assigned treatment and control groups to eliminate selection biases. This is the highest level of evidence as defined by ESSA, and Lexia has eight studies in this category. Moderate evidence is defined as well-designed, well-implemented quasi-experimental studies with treatment and control groups that may not be randomly assigned. There may be some selection biases that are statistically addressed. Lexia has three studies with Moderate evidence. Promising studies include correlational evidence that the program has an impact. These studies may not include a control group, but selection effects are addressed statistically. This is the lowest level of evidence as defined by ESSA, and Lexia has four studies in this category. "The requirements of ESSA underscore the approach Lexia has taken for more than three decades," said Lexia President Nick Gaehde. "Educators should have confidence that the instructional resources they choose will deliver a statistically significant impact on student outcomes; and Lexia's 15 efficacy studies not only satisfy the requirements under ESSA, but provide scientific evidence of our programs' effectiveness." <https://www.lexialearning.com/company/news/press-releases/lexia-efficacy-research-meets-highest-standards-evidence-essa>

IXL: In an ESSA Research Report conducted by IXL Learning, an evaluation was done to determine whether or not there was evidence that IXL Math and English Language Arts program achievement met the required rigor of the Every Student Succeeds Act (ESSA) Tier 2 standards for evidence-based interventions. In accordance with these evidence requirements, this

study used a pretest-posttest quasi-experimental design and implemented propensity score matching to reduce or eliminate potential selection bias. The treatment and control groups were well matched for analysis following ESSA guidelines. As required by ESSA Tier 2 standards, this study also included a large sample size (4,000 students across multiple sites); measured outcomes using a reliable benchmark assessment (NWEA MAP); applied multilevel models to account for sample clustering effects; and controlled for potentially confounding factors in the analysis including prior performance, students' demographic backgrounds, and teacher's workload and experience (ESSA, n.d.). This study found that the use of IXL had a positive and statistically significant effect on student academic achievement in both math and reading. In addition, students with higher levels of IXL usage experienced greater growth in both subjects. <https://www.ixl.com/research/ESSA-Research-Report.pdf>

Edmentum (Plato): Evidence from research on the PLATO/Edmentum platform extensively meets the ESSA Level of Evidence for a Research and Evidence-Based program. There is strong evidence of well-designed and well-implemented randomized controlled trials

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will spend 80% of our ESSER III funding on a major air quality improvement project for our district facility. Twelve of our HVAC rooftop units are from 1994 or before. They do not have the technology available today to be able to provide ventilation, proper air exchange, or filtration of air. We will also install additional ductwork as cited as necessary by the engineering inspection, and increase the size of some of the units. All of these units are past the ASHRAE service life expectancy. They do not work reliably and certainly don't protect our students as well as the new units will do. In addition, we want to be able to have one control system to monitor and control all of the HVAC systems in the building. This way, if one room has levels that are going too high in carbon dioxide, we can monitor it and correct the problem sooner. It will also be more economical in the long run to have one control system and not several outdated ones.

We have already conducted an engineering and mechanical inspection of our units on campus and have cited the most crucial needs first. Hopefully funds from ESSER III can start the original steps of what could turn out to be a years-long process of improving all of our campus indoor air quality. We have provided KSDE with a proposal with very specific plans in this area from the inspections held this fall. Please let me know if you would like to see more of those documents. We have submitted the data already to KSDE, but will gladly do so again if that would help. We are following every single step required for proposed ESSER III capital projects.

If not all of this 80% is spend on the indoor air quality project, we will use some of the funds to help cover what is not funded through section 2001(e)(2) of the ARP Act.

**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.**

First off, the largest expense in this category (2001 e1 of the ARP Act) would go to summer school and after school. Both of those programs target academic, social, emotional, and mental health needs. Both summer school and after-school have SES programs where students work on teamwork, character education, and making healthy choices. Both programs emphasize evidence based instruction in reading and math, as well as other core subjects like STEM Science. Both of these programs are offered FIRST for students with disabilities, in foster care, on an IEP, are ESOL, or who are homeless. Only if there are spots left over after enrolling the children disproportionately impacted by COVID, will a student not meeting those criteria be able to enroll. We also intend to continue our Mental Health Program over the summer so that students can still come locally to campus for sessions with their Horizons Mental Health therapists instead of a 30 mile drive to Hutchinson.

Secondly, some of the other uses we have for this ESSER 3 money would help to address the academic impact of lost instructional time. This would meet the needs of students in the disproportionately impacted group as well as others. Uses of this money include costs associated with evidence based instruction using such programs as IXL, Lexia, and Edmentum (Plato). Those three all meet the rigorous ESSA standards for evidence-based instruction. (See the answer to question one in this section.) It is our plan to find an evidence-based Social Emotional Curriculum that meets the research standards of ESSA, as well as an instrument to track SES growth or decline among students. This will better help us measure the impact of what we are doing in SES with all students, but especially with students disproportionately affected by COVID.

The money spent on the air improvement will benefit every person on campus. In the process of studying the air in our classrooms, we found that some of our classrooms had high levels of carbon dioxide because the HVACs were not doing their job. Breathing better quality air that's been filtered will help all of our students and adults work better and make it easier to concentrate.

A majority of our students fall into the low-income category year after year; sometimes it gets as high as 70% of our students being on free and reduced lunch. Our subgroups based on being an ESOL learner, a student of color, a foster child, or migrant students are all relatively small groups of less than 10 students. Our subgroup of students with an IEP is the second largest subgroup at 16.4 %, exceeded only by the low socio-economic status group. All of the interventions we are planning would help meet the needs of each subgroup, as well as the needs of all students. However, the specific interventions of After-School and Summer School would first be open to students in subgroups most affected by COVID.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$579,754	\$0	\$579,754	ESSER III Allocations	\$115,951
Approved Total	\$518,215	\$0	\$518,215	Approved Total	\$54,739
Amount Left	\$61,539	\$0	\$61,539	Amount Still Needed	\$61,212
In Review Total	\$61,539	\$0	\$61,539	In Review Total	\$61,539
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
310-3-0008	Direct	True	1000	650	12	\$6,616	Task Force Review
310-3-0009	Direct	True	1000	152	11B	\$54,923	Task Force Review
310-3-0001	Direct	True	1000	110	11A	\$35,000	Approved
310-3-0003	Direct	True	1000	650	12	\$10,000	Approved
310-3-0006	Direct	True	2113	340	10	\$9,739	Approved
310-3-0007	Direct	False	2600	721	14	\$463,476	Approved

## Line Item Details

Line Item ID: 310-3-0008



**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**

Instruction

**Account Number**

21-1000-650-00-00

**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**

Edmentum (PLATO) has already been approved for our ESSER 3 Plan as a way to address specific, individual learning needs. We are resubmitting it because it only cost \$6616 instead of the original \$19,630 that was initially bid. We will use the extra funding to go toward evidence-based curriculum to address learning loss in grades 6-12.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,616
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$6,616

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change-Was approved for \$19,630 in SFY 2023.

Line Item ID: 310-3-0009

**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**

Instruction

**Account Number**

21-1000-152-00-00

**Function Code**

1000 - Instruction

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**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 for 2022-2023 school year; working with students who are behind academically on the areas in which they need help and tutoring.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$54,923
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$54,923

**Status**

Task Force Review

Line Item ID: 310-3-0001

**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**

Instruction

**Account Number**

21-1000-110-00-00

**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 for 2022 and 2023; to address drop in academic scores in reading and mathematics, especially for elementary students.

<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>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$35,000</u>
---------------------------	-----------------

**Status**

Approved

**Line Item Comment from KSDE**

Relied on information from Common App to shore up how this meets a Covid need. 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.

Line Item ID: 310-3-0003

**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**

Instruction

**Account Number**

21-1000-650-00-00

**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**

Lexia Learning for all K-6 students to work on reading scores that have dropped since COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,000**Status**

Approved

**Line Item Comment from KSDE**

Relied on information from Common App to shore up how this meets a Covid need.

Line Item ID: 310-3-0006

**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 Work Services

**Account Number**

21-2113-340-00-00

**Function Code**

2113 - Social Work Services

**Object Code**

340 - Other Professional 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**

SEL Curriculum meeting ESSA Standards; also an SEL assessment to measure growth/progress in this area. We will use this for levels K-12 as our main social emotional learning standard. This need for our students is great and many of our students either live in poverty, are AT-Risk, or fall into both categories. This SEL instruction will help us identify needs and growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$9,739
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	\$9,739
---------------------------	---------

**Status**

Approved

**Line Item Comment from KSDE**

Relied on information from Common App to shore up how this meets a Covid need.

Line Item ID: 310-3-0007

**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**

Operation/Maintenance

**Account Number**

21-2600-700-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

721 - 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**

Indoor Air Quality Project - Update existing units; replace 12 1994 units and provide filtration of germs in air, as well as proper ventilation and overall air quality improvement.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$463,476
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$463,476</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

# ESSER III APPLICATION FOR D0325

Status  
Approved

## KSDE Application Comments

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Phillipsburg	240 S 7th, Phillipsburg, KS 676612798	240 S 7th, Phillipsburg, KS 676612798
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Michael Gower	mgower@usd325.com	(785) 543-5281

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Michael Gower	Superintendent	mgower@usd325.com	(785) 543-5281

## 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.usd325.com/vnews/display.v/SEC/District%7CSchool%20Year%20Informa>

## 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 plan to use the funds for windows at the high school for more fresh air into the building. We plan to use the funds at the elementary school to revamp our playground area so we can spread students out more to reduce the risk of transmission. We also plan to use the funds for another activity bus since we have been keeping the boys and girls separate to all events to reduce the risk of transmission from one team to the other. We plan to use the 20% directed to learning loss to have an at-risk teacher target K-8 students in the area of reading as those scores were lower last spring. We will use the funds for new English Language Arts textbooks, the Lexia reading program, Accelerated Reader program and 1 on 1 and small group interventions with our at risk teacher targeting the specific below grade level students in the area of reading.

## 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 visited with students about our funds and how they thought we could best spend the money to make them feel safe and they mentioned the window project as well as HVAC and more buses to spread kids out. We surveyed students and also invited them to an in person meeting. We discussed summer school and after school programs but could not get enough interest to make those programs work.

### Families

We visited with parents about our funds and they mentioned the bus, HVAC, windows and also renovations at the football/track field to spread people out more and reduce congestion and risk of virus transmission. We surveyed parents and also invited them to an in person meeting. Parents wanted their children in school face to face and to address learning loss and specifically reading after we shared our test scores from last spring. Reading was discussed as being the key to other subjects as well so parents were in agreement with our focus.

### **School and District Administrators including Special Education Administration**

We really focused on ways to spread students out and keep from transferring the virus if someone was ill. Our focus was learning loss and ways to reduce the transmission of the virus such as the window project to get more fresh air into the building. Adding a teacher to address reading concerns was a key point for administration. SPED administrators saw the value in that as well since better readers can hopefully reduce the amount of identified students in SPED and allow them to focus more on the students that are identified. This group was a sit down discussion as we only have 4 administrators in our district and the SPED coop has 2 administrators. Other areas discussed besides windows were a bus and HVAC. Learning loss included at risk reading teacher, after school programs, and summer school.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

This group was really focused on the playground at the elementary and windows at the high school. Elementary students are crammed together in a tight area on the playground and HS windows do not even open in many cases so no chance for fresh air. Coaches were concerned about putting athletes on the same bus and are wanting another bus to keep athletes from the different teams separated in case one team is exposed then they both don't have to quarantine. We also discussed HVAC upgrades and upgrades to the football/track facility and ways to spread fans out at that facility. Learning loss suggestions were at risk teacher, summer school, after school programs, more aids and paras and just more staff to help in any way possible.

### **Tribes**

We visited and we felt like we were meeting their needs as no complaints were voiced. We have 5 students that identify as Native Americans and their parents responded and their concerns were in the areas of reading and math. We shared the scores and showed that reading scores were lower and they agreed to focus on that area with an extra teacher with after school programs and summer school other suggestions. Football/track renovation was mentioned as well as HVAC and windows. I also contacted the Kansas Association for Native American Education.

### **Civil Rights Organization including Disability Rights Organizations**

We visited and discussed ways to address learning loss for all students and it was decided that offering extra help would meet the needs of all students that were suffering from learning loss. Summer school, after school programs, extra staff from paras to aides to teachers were also mentioned. All patrons were surveyed and invited to an in person meeting. We had members of LGBTQ and different minority groups present including the black and Asian communities. Their concerns were in the area of reading as they wanted all students to be prepared for life after high school. We also had discussion about how to make all feel welcome. These groups are a very small % in our district so these groups are easily identifiable. Capital projects included football/track upgrades, HVAC, windows, and busing.

### **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**

Children and parents of children with disabilities, foster parents as well as other underserved groups were particularly interested in the elementary playground as we will be able to better accommodate children with disabilities by upgrading the facilities. HVAC, windows, and busing were also mentioned. As for learning loss, this group wanted more teachers so kids could be addressed 1 on 1 in the areas of math and reading. After sharing test scores, we agreed to focus on reading and focus on an at risk teacher. The group shared in person that face to face learning was a priority for them and their children and would rather have funds focus on people and not programs.

### **Provide the public the opportunity to provide input and take such input into account**

The public was supportive of our proposed projects but again focused on updating our football/track facilities as our restrooms/concession areas are outdated and cramped and we use the facility for other community projects such as community walking/exercising and other youth groups use the facility as well. HVAC, windows, busing and upgrading the seating in the gyms was also mentioned. As for learning loss, this group like the idea of more teachers so kids could be addressed in small groups and 1 on 1. Teachers, paras, aides as well as more custodians to keep them sanitized was also mentioned. This group was surveyed and also provided feedback during an in person meeting.

## **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.**

Emotional impact has been a concern as well as learning loss but I must admit we are lucky enough to have been face to face all year. We hired extra staff to help with remote learners who so chose and extra staff for cleaning and preparing meals. We also served all meals in alternate locations such as gyms and classrooms. We will focus on windows, PES playground and buses after discussions with all the groups to reduce the risk of transmission and spread students out. Learning loss area will be K-8 reading with hopefully a couple of at risk teachers to focus specifically on students with lower reading scores in small group and 1 on 1 situations with new reading/Language Arts textbooks and the Lexia program to target specific reading concerns. We will also offer summer school to our targeted students in an attempt to get them back reading on grade level.

**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 continue to offer summer enrichment as we did this past year for the next couple of years to continue to address learning loss.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We have projects to get fresh air into the classrooms and to spread students out more to reduce the risk of transmission and plan to continue to address learning loss.

**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 address learning loss in all populations and focus on not only instructional needs but social emotional needs as well through our summer enrichment.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$714,497	\$0	\$714,497	ESSER III Allocations	\$142,900
Approved Total	\$169,497	\$0	\$169,497	Approved Total	\$15,000
Amount Left	\$545,000	\$0	\$545,000	Amount Still Needed	\$127,900
In Review Total	\$545,000	\$0	\$545,000	In Review Total	\$420,000
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
325-3-0011	Direct	False	4700	430	14	\$125,000	Task Force Review
325-3-0012	Direct	True	2200	110	11A	\$40,000	Task Force Review
325-3-0013	Direct	True	2200	120	12	\$240,000	Task Force Review
325-3-0014	Direct	True	2200	644	1A	\$140,000	Task Force Review
325-3-0003	Direct	True	2000	735	9	\$15,000	Approved
325-3-0007	Direct	False	4000	430	13	\$154,497	Approved
325-3-0009	Direct	False	2700	510	1A	\$180,000	Disapproved
325-3-0010	Direct	False	4000	716	13	\$205,000	Disapproved

## Line Item Details

Line Item ID: 325-3-0011

**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**

Maintenance

**Account Number**

17-4700-430

**Function Code**

4700 - Building Improvements

**Object Code**

430 - Repairs and Maintenance Services

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change to replace disallowed expenses.

Upgrade HVAC system at PMS and install air scrubbers within the units to improve air quality and reduce virus transmission.

Continuation of ESSER II project.

<b>Budgeted Expenditures in SFY 2021</b>	\$125,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$125,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item. Allowable if CDC guidelines are met

Line Item ID: 325-3-0012

**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**

Certified Salaries

**Account Number**

17-2600-110

**Function Code**

2200 - Support Services (Instructional Staff)

**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 address learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$20,000**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$40,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$20,000 SFY 2022.

Line Item ID: 325-3-0013

**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**

Non certified salaries

**Account Number**

17-2600-120

**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**Change-Added money to other fiscal years.  
Extra help to address learning loss.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$80,000**Budgeted Expenditures in SFY 2023** \$80,000**Budgeted Expenditures in SFY 2024** \$80,000**Total Expenditures** \$240,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$80,000 SFY 2022.

Line Item ID: 325-3-0014

**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**

Curriculum

**Account Number**

17-2600-644

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

644 - Textbooks

**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**

Change-added another year to address learning loss with science textbooks as well as ELA.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60,000
<b>Budgeted Expenditures in SFY 2023</b>	\$80,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$140,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change: Previously approved for \$60,000 SFY 2022.

Line Item ID: 325-3-0003

**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**

technology

**Account Number**

17-2600-735

**Function Code**

2000 - Support Services

**Object Code**

735 - Technology -Related Software

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Program to help address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$15,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,000**Status**

Approved

**Line Item Comment from KSDE**

1/20/22 Called Supt for additional information: Lexia K-8; part of the 20% set aside

Line Item ID: 325-3-0007

**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**

facilities

**Account Number**

17-4000-430

**Function Code**4000 - FACILITIES ACQUISITION AND  
CONSTRUCTION SERVICES**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**

replace windows at PHS as some do not even open for fresh air to redcue virus transmission

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$154,497
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$154,497</u>

**Status**

Approved

**Line Item Comment from KSDE**Common app provides more detail for the  
need for this item

Line Item ID: 325-3-0009

**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**

Student transportation services

**Account Number**

17-2700-510

**Function Code**

2700 - Student Transportation Services

**Object Code**

510 - Student Transportation 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**

Bus to spread kids out.

<b>Budgeted Expenditures in SFY 2021</b>	\$180,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$180,000</u>

**Status**

Disapproved

**Line Item Comment from KSDE**

Common app provides more detail for the need for this item

Line Item ID: 325-3-0010

**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**

Playground improvements

**Account Number**

17-4000-716

**Function Code**4000 - FACILITIES ACQUISITION AND  
CONSTRUCTION SERVICES**Object Code**

716 - Playground 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**

Spread kids out to reduce virus transmission

<b>Budgeted Expenditures in SFY 2021</b>	\$205,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$205,000</u>

**Status**

Disapproved

**Line Item Comment from KSDE**Common app provides more detail for the  
need for this item



# ESSER III APPLICATION FOR D0454

Status  
Approved

## KSDE Application Comments

Please update the following stakeholder information.

Civil Rights Organizations  
Most impacted sub-groups

Please use the toolkit in helping your update these narratives.

[https://docs.google.com/document/d/1axRNqx\\_atmSXg3WebTBgZ2Aqrcf96SY\\_Zi7y0ycBJTw/edit?usp=sharing](https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit?usp=sharing)

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Burlingame Public School	100 Bloomquist Drive, Suite A, Burlingame, KS 66413	100 Bloomquist Dr., Suite A, Burlingame, KS 66413
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Marcy Cassidy	cassidy@usd454.net	(785) 654-3328

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Dr. Marcy Cassidy	Superintendent	cassidy@usd454.net	(785) 654-3328
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
droege@usd454.net	droege@usd454.net		
<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://docs.google.com/document/d/1iPh0I3eBHnUxxe2POiPplgpc5fulU8FMcwsLJRK1R4/edit?usp=sharing>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

The Burlingame School District wishes to allocate ESSER III Relief funds in a variety of manners in order to support students in all of the core areas: Academic, Social-Emotional, Behavioral and Health/Environment. USD 454 wishes to continue to fund an additional school counselor in order to support the social-emotional gaps that have occurred due to the Pandemic with students having inconsistent access to school, staff and peers. An additional school counselor will provide staff with adequate time to teach social-emotional lessons to students at all levels, which has not been possible in the past. The school district purchased the curriculum, Second Step, for the elementary counselor to use in order to provide students with the skills they need to cope with the daily demands of the world, especially during a Pandemic. The

additional counselor will serve as a liaison to the students who were most at risk during the Pandemic. Impoverished students in USD 454 suffered tremendously as a result of the Pandemic. Such families did not have access to the internet thus leaving them more isolated from all school resources and often absent from virtual lessons. The special education population also suffered significantly as a result of the Pandemic due to the fact that their services were compromised when they were not in person and held virtually. Hence, the counselors will work in tandem with the principals and staff to identify and provide interventions to all students with an additional focus on those identified as being most at risk.

In an effort to identify, monitor and track student progress in all areas, USD 454 wishes to purchase the Fastbridge Assessment Instrument for students in all grades, K-12. USD 454 will need to assure that we assess and screen students for Dyslexia as per recommendations made by KSDE. Students who lived in poverty, struggled with learning disabilities or suffered from excessive absenteeism during the Pandemic will be especially monitored in order to fill in gaps caused by the effects of the Pandemic. The staff at USD 454 will also utilize assessments to target the social-emotional needs of students in order to provide interventions and support to them through the Pandemic and beyond in an ever-changing world. After review of the academic data for the past two school years, the staff at USD 454 has identified instructional gaps that need to be remedied due to the Pandemic as it relates to curriculum and instruction. The maintenance of a Curriculum Director as well as the purchase of a new reading and math curriculum to differentiate instruction will be financially supported through the use of ESSER III funds as well.

The Curriculum Director will assess current practice and preview and purchase the new reading and math curriculums. The new curriculum must not only meet the needs of all students, but must also have the potential to fill in learning gaps for the subgroups identified as being most at risk such as special education students and students from families who are impoverished. The curriculum must be aligned to the state standards and challenge our students to think and problem-solve at a high level. The Curriculum Director will model effective teaching and differentiation strategies for teachers and lead professional development to assure that the teaching staff at USD 454 remains current as it relates to instruction. She will utilize strategies that are research-based, and have the capacity to differentiate instruction for all students and subgroups negatively impacted by the Pandemic.

USD 454 plans to use ESSER III funds to purchase new curriculum in the core areas of reading and math to fill learning gaps, especially for students of poverty and students with disabilities, caused by the Pandemic. The curriculum we currently use is outdated and ineffective; we must provide our students with research-based, reliable and valid curriculums in the core areas of reading and math.

USD 454 plans to utilize ESSER III Dollars to support a School Resource Officer. This officer serves as a positive role model as it relates to the social-emotional health of students. He has the capacity to teach lessons to students of all ages in order to prevent them from making poor decisions as it relates to behavior at school and off the campus thus teaching them how to become successful members of a community. Students who come from broken homes or who suffered emotional distress due to the Pandemic will benefit from a positive role model and have a trusted adult in which they can confide concerns or potential illegal activity. Since the onset of the Pandemic, we have had an increase in students who have tried to take their own lives or have threatened to do so. Our Resource Officer has been an invaluable asset when we have had to navigate these tough situations. We have also seen a huge increase in drug and alcohol use as well as vaping. Our Resource Officer teaches lessons to our students regarding the negative effects of such substances and can hopefully prevent students from taking part in such habits through purposeful lessons and trusting relationships.

USD 454 is in desperate need of updating the quality of air with a new HVAC system in order to provide a safe and healthy learning environment for our students and to mitigate the spread of any virus thus improving attendance as well as student performance.

Currently, USD 454 has antiquated window units and a chiller that are utilized to provide air conditioning in our physical complex. These units/chillers are very old and the filters are not effective in circulating fresh air into classrooms thus causing a breeding ground for germs and viruses.

The window air units do not maintain a continuous flow of air in that they are either turned on or off. The temperatures in the classrooms that utilize such units fluctuate and are oftentimes too cold or too hot. The quality of the airflow causes the rooms to feel uncomfortably cold or uncomfortably stuffy and warm which is not an optimal or healthy learning environment.

The air units provide no sort of system to clean or purify the air flow due to their age and lack of current technological

capacity.

As it relates to learning, the air conditioners are extremely noisy thus causing a distraction to learning. Teachers have to talk over the sound of the window units when involved in Direct Instruction. Students have difficulty hearing the teachers or interacting with one another due to the additional noise caused by the window units. Hence, the learning environment is compromised due to the distraction of the noise caused by the window units.

There is NO air conditioning or heat in the high school gymnasium where classes take place daily and evening sporting events are a regular occurrence. When our teams host athletic events and the gym is full with students and patrons, the quality of the air is highly compromised due to a complete lack of any sort of heating or air systems. Hence, the health of our students as well as our patrons is highly compromised.

The heating system is old and antiquated as well and needs to be updated. Again, airflow is compromised and no new air is filtered into our classrooms through the current system thus causing the air quality to be compromised and the spread of illness more likely. During the fall and winter months, when the heating system is in use, the classrooms become too warm thus compromising the quality of air as well as the learning environment. Students simply do not learn as well when in a classroom that is either too warm or too cold.

In essence, the entire HVAC system is in need of an overhaul at Burlingame. The outdated heating and cooling systems do not provide our students with a healthy learning environment as it relates to clean air. An update in this system would benefit all students 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

A survey was sent to all of the junior high and high school students of the school district to seek their input regarding how to spend the ESSER III Federal Relief dollars.

Students were encouraged to attend community meetings such as PTO to listen to and contribute their ideas regarding how to expend such funds.

If students felt more comfortable, they were given the option to take the ESSER III survey via paper and pencil in order to assure that everyone had an opportunity to take part in the survey.

The school counselor met with the Student Council and solicited the students' opinions for how ESSER III money should be spent.

Suggestions students provided regarding the expenditure of ESSER III funding were as follows:

- 1) The students would like for the gymnasium to have both air conditioning and heat added to this space. During extreme heat or extreme cold, the gymnasium is extremely uncomfortable. Administratively, when large crowds are gathered for school sporting events, the gymnasium becomes extremely hot and the air quality feels as if it is compromised due to a complete lack of ventilation.
- 2) Upgraded Technology: They each have a Chromebook, but they would like to upgrade to a better quality computer.
- 3) Better and more food at both breakfast and lunch.
- 4) More CTE or Pathways opportunities.
- 5) FACS class.

## **Families**

All families of the Burlingame community received an electronic survey soliciting their thoughts and ideas regarding how to expend the ESSER III Federal Relief money.

The survey was posted on our Facebook page as well as our website as a convenience to our patrons as well as to encourage participation.

The school district also hosted monthly Parent/Teacher Organization meetings at 5:30 PM on the second Wednesday of each month. Both teachers and parents attended these meetings, and were given the opportunity to voice their opinions regarding how to spend the ESSER II and ESSER III funds.

Suggestions families provided regarding the expenditure of ESSER III funding were as follows:

- 1) Smaller Class Sizes: Parents feel as if they chose a small town in which to live in order to have their students attend a school with small class sizes.
- 2) Parents and families mentioned the importance of a challenging and hands-on curriculum and would like to see new curriculum in the areas of reading, math and STEM Science.
- 3) The parents made mention of being relieved that a social-emotional curriculum was added to the academic regimen at the elementary level. They wondered what could be done at the secondary level. Perhaps, the School Resource Officer could serve in this role.
- 4) Families complained about the quality of the heating and air conditioning systems and feel as if the entire HVAC system needs to be replaced.
- 5) Families would like to see more activities available to students who do not enjoy sports. We are working to add more clubs such as a Greenhouse Club that would provide students the opportunity to be involved in a Farm to Table program.
- 6) More CTE or Pathways need to be added to the offerings to the students at Burlingame.
- 7) The families would like to see a FACS class offered to students as well.

Obviously, we will not have enough funds to provide for all of these recommendations, but we are looking to expend ESSER III funds on a new reading and/or math curriculum as a start. Also, we do not want to implement too many new curriculums at once due to the amount of work and stress that would cause for the teachers.

## **School and District Administrators including Special Education Administration**

The Burlingame School District is a very small school district with one campus and approximately three hundred students. We utilize a special education cooperative for all of our special education and related services. The superintendent of schools meets with the administrators of the cooperative once a month, if not more regularly, to discuss all current issues and concerns as well as to discuss how to best spend ESSER Dollars in a manner that benefits all students and most certainly includes special education students. All of the superintendents who work with this special education cooperative are in attendance at the monthly meetings, and give input regarding how to efficiently and equitably dispense these funds. As the superintendent of a very small school district, the input received by fellow superintendents of similarly sized school districts in our county regarding the expenditure of the relief funds is invaluable. Ideas are shared and discussed regarding whether or not the ideas meet the criteria for the use of these special funds. Collaboration with such colleagues has been extremely helpful in garnering creative ideas for how to best use these funds as well as sorting through the ideas and suggestions that do not meet such criteria. Hence, phone calls, emails and meetings in person or Zoom have been an integral part of working through this unique budget opportunity.

Suggestions Administration and Special Education Administrators provided regarding the expenditure of ESSER III funding were as follows:

1) Overall, the quality of air, heating and cooling are greatly compromised at the Burlingame School District in literally ALL areas of the school. Window cooling units are loud; hence, teachers have difficulty speaking over the noise they cause and students struggle to hear when the cooling units are in operation. The quality of the air/heat is also compromised due to the age of the systems. An entirely new HVAC system is needed. Obviously, there will not be enough ESSER III dollars to complete this hefty project, but some funding would be greatly appreciated to begin the process of cleaning up the quality of air and heat in our school district.

2) There is a tremendous need to add a Curriculum Director or Coach to the staff at Burlingame to oversee assessments, assist in the process of selecting new curriculum, and to mentor and model teach for any and all staff members. Our test data speaks to this need; students of poverty or students with disabilities have suffered the most academically as a result of the Pandemic. We must assure that our students are working with valid and research-based curricular materials and teachers are utilizing research-based instructional strategies in order to fill these gaps. CLARIFICATION: This is a new position to our school district. Currently, our data ranks us as one of the LOWEST school district's in the state of Kansas as per the State Assessments. We must address this concern with a dedicated staff member. This position is only partially funded through ESSER dollars. We budgeted \$25,175 from ESSER and the remainder through our General Fund making a total salary of \$50,350.

3) School Resource Officer: The administrative team firmly supports the maintenance of a School Resource Officer to support the social emotional health of our students, especially those most impacted by the Pandemic such as students of poverty and students with disabilities/IEP's. The officer will teach lessons in classrooms, serve as a role model for students, and hopefully deter students from making illegal or immoral decisions. Our data indicates that our students are struggling more emotionally since the onset of the Pandemic, and the team believes an SRO will assist in the healing process. CLARIFICATION: This is a NEW position to our school district. We plan to allocate \$12,500 dollars from ESSER for this position. Our school district then pays an additional \$12,500 for the position. The remainder of the salary is paid through the County Sheriff's Office. Our School District is responsible for \$25,000 of our Resource Officer's salary.

4) We need to slowly and strategically replace the reading and math curriculums in order to challenge our students to think and problem-solve at higher levels. Our curriculum is out-dated or non-existent and must be updated in order to fill the learning gaps that are a direct result of the Pandemic. Students of poverty and students with academic disabilities will benefit the most from this effort, but all students will be positively impacted.

The team understands that there is not enough funding for all of the suggestions, but the above listed ideas were their input to the survey and conversations held in meetings.

**Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The district hosted several opportunities for community members to express their opinions about how to spend the district's Federal relief money.

The first meeting that was held took place on September 8th, 2021 at 4 PM in the school library. The meeting was called: Superintendent's Council. It is a forum for ALL staff, certified and classified, to meet with the Superintendent of Schools to discuss both positive topics as well as concerns employees have with the school district. The Superintendent posed the question regarding how to spend the Federal Relief Dollars and took note of all of the suggestions. There was a vast variety of opinions. We discussed how to spend both ESSER II as well as ESSER III dollars.

Suggestions teachers, staff and Union representatives provided regarding the expenditure of ESSER III funding were as follows:

- 1) Add and maintain another school counselor in order to support the social/emotional needs of our students due to the effects of the Pandemic.
- 2) Provide training to teachers on how to differentiate instruction to meet the needs of all students and to fill in the learning gaps caused by the Pandemic.
- 3) Additional computers for both student and staff use.
- 4) Phones added into all of the classrooms in order to promote healthier communication between school and home.
- 5) Maintain enough custodians to assure that the school can be properly cleaned in order to prevent the spread of the virus.
- 6) Update the HVAC system.
- 7) Update the Lighting System.
- 8) Incorporate an outdoor classroom on school grounds; improve the playground.
- 9) Premium Pay for teachers.
- 10) Leave provided for the sake of Covid absences.

There are two building administrators in the Burlingame School District. They take an active role in the budgeting process. Their input is invaluable due to their connection to teachers and the classrooms. Both of the administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expend these funds.

The Burlingame School District maintains a very healthy relationship with the Burlingame Teachers' Association. We have sought out their opinions regarding the expenditure of these dollars through surveys, discussions at meetings and creating an MOU to use such funds to award Premium Pay to all staff for the additional workload they all encountered due to the Covid-19 Pandemic.

The classified staff, especially the custodial, kitchen and secretarial staff, contributed their expertise to the expenditure of such funds by communicating their needs to keep the school clean and serve our students safely.

## **Tribes**

Although the Burlingame School District is unaware of any Tribal residents in the community, all patrons of the community received a survey regarding the expenditures of the ESSER Funds. Hence, all representatives of the community were given the opportunity to participate in the ESSER fund expenditure survey.

In an effort to reach all members of the Burlingame community, we posted the survey on our Facebook page and our website.

External:

Since there are no Tribal members in my school district, I reached out to a professor at Kansas State University, Dr. Alex Red Corn, Coordinator for Indigenous Partnerships, Indigenous Faculty and Staff Alliances.

Although Dr. Red Corn did not respond back to me, he did respond back to a colleague of mine who is a superintendent in my county.

Suggestions Dr. Red Corn made to my colleague were as follows:

- 1) Maintaining qualified staff in classrooms.
- 2) Purchase and put into place a mental health or social/emotional curriculum.

We have hired and wish to maintain a Curriculum Director in order to assure that teachers have the most current and research-based curriculum as well as mentor and model teach for any and all staff members to assure that teachers are using instructional strategies that are highly engaging and effective.

Currently, the Burlingame School District has purchased and is using the social/emotional curriculum, Second Step.

## **Civil Rights Organization including Disability Rights Organizations**

The Burlingame School District hosted a "Special Board of Education Meeting" in order to solicit the opinions of community stakeholders regarding the Covid 19 Pandemic.

Although a number of topics were discussed at this meeting, the budget and allocation of the ESSER funds was also a topic for discussion.

In an effort to reach all members of the Burlingame community, we posted the survey on our Facebook page as well as our website.

Externally:

The school district reached out to the Kansas Human Rights Commission, the Kansas NAACP and the Disability Rights Center of Kansas for ideas and suggestions on how to best spend ESSER III dollars in an equitable manner as it related to their group or organization.

Internally:

I have worked hand in hand with our special education cooperative. We meet regularly to discuss the needs of the special education students that we serve. Members from this team were also asked to take part in the survey our school district deployed to garner input from all stakeholders.

Suggestions from the special education administrators at our Cooperative were as follows:

- 1) The administrative team at our Cooperative suggested improvement in the quality of our heating and air systems, especially replacing the cooling window units that are noisy and do not guarantee quality or clean air.
- 2) This particular group asked that we install a safe room for several of our students who need a space to regulate their emotions that is safe for them as well as for others. We were able to accommodate this request without the use of ESSER dollars.
- 3) This group discussed the importance of a reliable and research-based curriculum in the core areas of reading and math. They feel as if the reading curriculum is extremely ineffective and must be updated to provide resources that will fill in the learning loss or gaps caused by the Pandemic, especially in the area of Dyslexia.
- 4) This group recommended that we institute a more effective and data based resource for progress monitoring of students. We hope to continue to utilize ESSER dollars for the Fastbridge Assessment tool.

Externally:

The Kansas Human Rights Commission responded to my email communicating that they have not established protocols for how schools should spend this money.

The Disability Rights Center of Kansas responded to my communication with the following suggestions on how ESSER III money should be spent:

- 1) Additional support and services.
- 2) Summer programs.
- 3) after school tutoring.

We have taken their suggestions seriously and have already implemented some of their ideas.

**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 an effort to assure that we have solicited feedback from diverse groups within our school community and county, our school district reached out to the following organizations to seek their input regarding the expenditure of the ESSER III dollars:

Externally:

Disability Rights Center of Kansas, Families Together

Internally:

Special Education Cooperative, Foster Parents, Parents of an ELL student, teachers and students.

Suggestions provided regarding the expenditure of ESSER III funding were as follows:

The Disability Rights Center of Kansas offered several suggestions that were listed above with the Civil Rights Organization data:

1) Summer School.

2) After school tutoring.

3) Additional support and services.

Families Together did not respond to my outreach.

At Burlingame, there is only one student in our ELL program. I reached out to his parents and teachers for advice on how best ESSER III funds could be spent to assist students who do not speak English as a first language. Ideas that were offered were:

1) Resources in the area of reading and English, including phonics, that were designed to best meet the needs of such learners.

As we look to replace curriculum in the core areas, we will keep this need in mind.

**Provide the public the opportunity to provide input and take such input into account**

The Community of the Burlingame School District have had the opportunity on two occasions to complete a survey submitting their ideas regarding how the ESSER III dollars should be spent. The survey was posted on the website and Facebook.

Community members were invited to monthly PTO or Board of Education meetings where they could share their thoughts and ideas regarding how to best and most equitably spend ESSER III dollars. Meeting dates and times were publicized and community members were encouraged to share their opinions regarding how to spend ESSER II and III dollars.

Suggestions provided regarding the expenditure of ESSER III funding were as follows:

- 1) A School Resource Officer to support students in crisis as well as to be a positive role model for all students.
- 2) Additional curricular materials in the core areas of reading, math and science.
- 3) Summer Learning Programs.
- 4) After School Tutoring Programs.
- 5) New Playground Equipment and Outdoor Learning Spaces.
- 6) Upgrading ALL HVAC systems.
- 7) Facility Upgrades.
- 8) Better Meals, both Breakfast and Lunch.
- 9) Create a Gently Used Clothing Bank for 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.**

Burlingame is a small, rural town in northeast Kansas. USD 454 serves students ages preschool through 12th grade. Allen Community College has a campus adjacent to our high school, so students have the opportunity to earn an Associate's Degree while they are in high school. Burlingame students also have the opportunity to travel to Topeka to attend Washburn Technology School and pursue a certificate in a professional field area of interest.

USD 454 has suffered academically as a result of the Pandemic. Students' test scores in all sub groups, especially students of poverty and students with disabilities, have declined as well as the students' capacity to perform well post graduation. Many of our students come from economically challenged backgrounds. The median value of a home in Burlingame falls below our county in which we reside as well as the state of Kansas. We are above the state's overall percentage of poverty by only three percent. The groups most affected by the Pandemic are our Free and Reduced Lunch students and our students with disabilities.

To address academic loss in all subgroups, USD 454 has utilized ESSER funding to hire personnel to tutor students to maximize their learning opportunities and close the achievement gap due to the Pandemic. A Curriculum Director was hired to support this academic need. The Curriculum Director models research-based instructional strategies for teachers to assure that the staff is utilizing strategies that are proven to be effective regarding student learning. The Curriculum Director will be instrumental in the adoption of new curriculum in the core areas of reading and math. The new curriculum must match the State Assessed Indicators and have the capacity to fill in learning gaps in our at risk subgroups: impoverished students and students with disabilities.

Over the past two years, the student population at USD 454 has declined. One of the reasons USD 454 has incurred this problem is that families are choosing not to send their children to school due to the Pandemic. During the 2021-22 school

year, our community endured a great amount of tension regarding whether or not to require our students to wear masks. There are many people in our school community who have extreme beliefs against the wearing of masks. Hence, our school district does not require them to be worn. However, there are families who feel strongly that masks should be worn in order to prevent the spread of the virus; therefore, they have taken their students out of our school district and are either home schooling, or they have enrolled their students in a virtual school program. In a district the size of ours, less than three hundred students, losing just a few families has a tremendous impact on our budget. We have suffered financially due to the loss of students as a direct result of the Pandemic.

As a school community, there has been a tremendous amount of trepidation as it relates to getting vaccinated against the Covid-19 virus. The majority of the patrons of USD 454 are not vaccinated, with the exception of the teaching and classified staff who are, for the most part, vaccinated. As a result of the choice of our patrons to not become vaccinated, many students have been exposed to the Covid -19 virus in the community or at home and have then had to go into quarantine for a designated period of time. Some students have served multiple quarantines due to multiple exposures to the virus. Hence, attendance and in-person learning was compromised during the Pandemic, which negatively impacted students' overall health and academic prowess. USD 454 will have to respond to learning gaps and provide remediation for students who fell behind or need social-emotional support, especially students in subgroups more at risk.

USD 454 maintains a moderately high level of poverty. Currently, the district serves approximately three hundred students of which fourteen percent of the population live below the poverty level, and twenty-nine percent of our community are considered "At Risk" due to their low income level. Forty-three percent of our patrons are at risk financially. The Burlingame School District does receive Title I funding due to our financial statistics. For students living below the poverty level, it was a tremendous challenge to assure they had all of the resources necessary to cope when school was not in-person due to the Pandemic. We purchased Hot Spots for these families as well as computers. However, we still struggled to have students from this population join their teachers and classes remotely. They simply would not attend school. No matter how often we reached out to these families, they struggled to attend class or complete any of their work. Hence, their academic progress came to a halt, and we continue to work very hard to fill in the gaps caused by such significant absences from school.

USD 454 saw a rise in the social-emotional needs of its students as it relates to the Pandemic. Due to the students being isolated at home and being forced to attend school remotely, students missed opportunities to interact with their peers and their teachers. Students have reached out to our school counselor over the past two years with a crisis in such alarming numbers that we felt it was necessary to hire an additional counselor and purchase a counseling curriculum (Second Step) in order to teach our students the skills to cope with anxiety and depression. Our counselor has had to respond to multiple situations where a student has threatened to take his or her own life due to the anxiety of being home without the day-to-day support of and contact with the staff and peers. Drug and alcohol use as well as vaping have increased tremendously as well as a result of the Pandemic.

USD 454 saw a rise in aggressive behaviors amongst its students as a result of the Pandemic. When left alone to contend with their own social/emotional and behavioral concerns, students were making choices that had the potential to get them in trouble legally. As a direct result of these concerns, the district hired a School Resource Officer to serve its Kindergarten through twelfth grade students. This officer works daily and is a positive presence at all levels of the school district. The School Resource Officer teaches lessons in the classrooms that assist students in managing anger as well as offering students choices when it relates to dealing with legal situations including, but not limited to, drug and alcohol use, stealing, fighting, discrimination and cheating. He is visible at school as well as at school events. Students are learning to trust the police and to go to them with information that could potentially prevent illegal activities.

USD 454 serves several foster students who reside with one of our families. These students have significant disabilities and demand a great deal of both human and material resources. All of the foster students served by this family maintain significant Individualized Education Plans that require a tremendous amount of services. Such services were a much greater challenge to provide during remote learning, and several of these students incurred learning loss or setbacks due to the lack of in-person instruction.

USD 454 works alongside Three Lakes Educational Cooperative to provide students with special education needs with services. As a school district, Burlingame has an average number of students who have Individualized Education Plans or 504 Plans to assist them with their academic or health needs. Although the district made every effort to serve such students during the Pandemic, remote learning simply is not as effective as in-person learning, especially when learning skills are compromised. The special education population suffered due to the lack of in-person contact and instruction, and teachers are having to assess student goals on IEP's and modify them in order to address loss of learning.

**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 Burlingame School District wishes to utilize its Federal Relief Dollars in the following manners:

**Additional School Counselor:**

Hiring and maintaining an additional counselor will allow the school district to get into individual classrooms and teach the newly adopted counseling curriculum, (Second Step). The Pandemic forced many, and at times, all students to have to learn remotely and not attend school. This lack of socialization had a tremendous impact on students, especially the students coming from low-income or At Risk households. Students were isolated, especially if they did not have access to the internet, which the district strived to resolve by purchasing Hot Spots. However, some of the families still did not have the capacity to follow through with the expectations established by the school district for remote learning and simply did not attend school thus causing social-emotional as well as academic gaps.

**References:**

~Parzych, J., Donohue, P., Gaesser, A., Chiu, M. (2019). Measuring the impact of school counselor ratios on student outcomes. ASCA Research Report. Retrieved from [www.schoolcounselor.org/asca/media/asca/Publications/Research-Release-Parzych.pdf](http://www.schoolcounselor.org/asca/media/asca/Publications/Research-Release-Parzych.pdf)

**Instructional Coach or Director of Curriculum:**

The research/evidence is clear that the use of an instructional coach can positively and significantly impact teacher professional development through mentoring, instructional planning and instructional efficacy. This, in turn, supports improved student learning. The Curriculum Director will assist in the process of selecting and purchasing a new reading and math curriculum for USD 454.

CLARIFICATION: This is a new position to our school district. Currently, our data ranks us as one of the LOWEST school district's in the state of Kansas as per the State Assessments. We must address this concern with a dedicated staff member. This position is only partially funded through ESSER dollars. We budgeted \$25,000 from ESSER and the remainder through our General Fund making a total salary of \$50,350.

**References:**

~(Gray, J.A. (2018). Leadership Coaching and Mentoring: A Research-Based Model for Stronger Partnerships. International Journal of Education Policy and Leadership, 13(12).

**Reading and Math Curriculum:**

Evidence suggests that having a Structured Literacy program implemented with fidelity with a focus on teaching and reinforcing elements of literacy with early learners is critical for their success. Dyslexia must be addressed and assessed, and the programs/curriculum must provide interventions that will address the learning gaps caused by the Pandemic for all students, but especially for our students identified at risk such as impoverished students and special education students. The Burlingame School District is looking to implement a mathematical intervention curriculum called EnVision Math and/or Illustrative Math, to assist in closing the achievement gap in this core area due to the Covid-19 Pandemic.

**References:**

~Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities, Louise Spear-Swerling; January 23, 2018; Volume: 51 issue: 3, page(s): 201-211  
~U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse (2016, June).  
~Primary Mathematics intervention report: enVisionMATH. Retrieved from <http://whatworks.ed.gov/https://illustrativemathematics.org/about-im/>

**School Resource Officer**

USD 454 saw a rise in aggressive behaviors amongst its students as a result of the Pandemic. When left alone to contend with

their own social/emotional and behavioral concerns, students were making choices that had the potential to get them in trouble legally. As a direct result of these concerns, the district hired a School Resource Officer to serve its Kindergarten through twelfth grade students. This officer works daily and is a positive presence at all levels of the school district. The School Resource Officer teaches lessons in the classrooms that assist students in managing anger as well as offering students choices when it relates to dealing with legal situations including, but not limited to, drug and alcohol use, stealing, fighting, discrimination and cheating. He is visible at school as well as at school events. Students are learning to trust the police and to go to them with information that could potentially prevent illegal activities.

CLARIFICATION: This is a NEW position to our school district. We plan to allocate \$12, 500 dollars from ESSER for this position. Our school district then pays an additional \$12,500 for the position. The remainder of the salary is paid through the County Sheriff's Office. Our school district is required to pay a total of \$25,000 of our Resource Officer's Salary.

#### References:

[https://cops.usdoj.gov/html/dispatch/08-2021/SROS\\_after\\_pandemic.html](https://cops.usdoj.gov/html/dispatch/08-2021/SROS_after_pandemic.html), (Back to School: School Resource Officers; Transitions After Covid 19 Pandemic, Adam Lustig, NBSA, Center for Safe Schools, August, 2021)

<https://www.tapinto.net/towns/montville/sections/education/articles/school-resource-officers-like-det-scott-mcgowan-are-ready-to-help-kids-cope-with-post-pandemic-challenges> (School Resource Officers like Detective Scott McGowan Are Ready to Help Kids Cope With Post Pandemic Challenges, Hope White, Tap Into Montville, November, 2021)

<https://www.nsba4safeschools.org/css/resources/newsletters/january2021-newsletter> (Rethining the Role of the School Resource Officer, Adam Lustig, NBSAm Cebter for Safe Schools)

<https://www.nsba4safeschools.org/css/resources/newsletters/january2021-newsletter/ashley-frazier>  
(The Role and Preparation of Resource Officers, NSBA: Center for Safe Schools)

[https://cops.usdoj.gov/html/dispatch/08-2020/Directors\\_Message.html](https://cops.usdoj.gov/html/dispatch/08-2020/Directors_Message.html), (Director's Corner; School Policing in a Pandemic, Community Policing Dispatch, August, 2020, Volume 13, Issue 8)

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The remainder of the ARP ESSER funds will be spent on replacing antiquated heating and cooling systems in order to provide a healthy, safe and clean learning environment that prevents the spread of the Covid-19 virus.

"The Center for Disease Control and Prevention recommends a layered approach to reduce exposures to SARS-CoV-2, the virus that causes COVID-19. This approach includes using multiple mitigation strategies, including improvements to building ventilation, to reduce the spread of disease and lower the risk of exposure."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

"SARS-CoV-2 viral particles spread between people more readily indoors than outdoors. Indoors, the concentration of viral particles is often higher than outdoors, where even a light wind can rapidly reduce concentrations. When indoors, ventilation mitigation strategies can help reduce viral particle concentration. The lower the concentration, the less likely viral particles can be inhaled into the lungs (potentially lowering the inhaled dose); contact eyes, nose, and mouth; or fall out of the air to accumulate on surfaces. Protective ventilation practices and interventions can reduce the airborne concentrations and reduce the overall viral dose to occupants."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

The CDC recommends the following regarding proper air flow and the mitigation of the Covid-19 Virus:

"Ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.

Rebalance or adjust HVAC systems to increase total airflow to occupied spaces when possible."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

Improve central air filtration:

1) "Increase air filtration external icon to as high as possible without significantly reducing design airflow."

2) "Increased filtration efficiency is especially helpful when enhanced outdoor air delivery options are limited."

3) "Make sure air filters are properly sized and within their recommended service life."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

"Inspect filter housing and racks to ensure appropriate filter fit and minimize air that flows around, instead of through, the filter.

Ensure restroom exhaust fans are functional and operating at full capacity when the building is occupied."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

"Inspect and maintain exhaust ventilation systems in areas such as kitchens, cooking areas, etc. Operate these systems any time these spaces are occupied. Operating them even when the specific space is not occupied will increase overall ventilation within the occupied building."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

"Non-healthcare (e.g., businesses and schools) building owners and managers should, at a minimum, maintain building ventilation systems according to state and local building codes and applicable guidelines. Ensuring appropriate outdoor air and ventilation rates is a practical step to ensure good indoor air quality."

~CDC: 24/7: Saving Lives, Protecting People

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

The World Health Organization offered the following advice regarding HVAC systems and the spread of the Covid-19 Virus:

"The WHO guidelines now state that airborne transmission of the coronavirus may be possible indoors, especially for people who spend extended periods in crowded, poorly ventilated rooms."

~"Q&A: How is coronavirus transmitted?," World Health Organization, July 9, 2020, who.int.

"Given the concern about airborne transmission, building managers, safety experts, and others might take steps to optimize ventilation and airflow indoors and limit viral spread. But this may also be a good time to think about improving air quality in buildings by significantly changing heating, ventilation, and air-conditioning (HVAC) systems or by making physical changes to manage indoor airflows."

~McKinsey and Company; Source Expert Interviews, McKinsey Analysis; July 2020

**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.**

Any and all interventions purchased through Federal Relief dollars for the Burlingame School District have been directly tied to the prevention of the spread of the Covid-19 virus OR to fill the academic, social/emotional or behavioral gaps that were a

result of the Pandemic.

The school district will utilize data to monitor and track student progress in all core areas: Academic, Social-Emotional and Student Behavior.

The Burlingame School District will utilize a variety of assessments to monitor and track pupil progress in the core academic areas. The district will utilize both formal and informal assessment practices to monitor student growth.

The following assessments will be utilized to monitor student growth:

MAP, (Reading and Math)

STAR, (Reading and Math)

DRA

PAST

Reading Benchmark Assessments

Fry Site Word Test

Kansas State Assessments

PAWS, (Math, problem-solving)

Six Traits Plus 1, (Writing)

Formal and Informal Surveys to students and patrons

Second Step Lessons, Assignments, Discussions and Assessments (Social-Emotional)

Teacher or Professional Interventions:

MTSS: (Multi-Tiered System of Supports)

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.

General Education Interventions:

General education interventions are implemented at the building level to help students who are having problems with academics or behavior. It is the follow-up process for those students flagged: by the vision and hearing screenings, state assessments, or identified by teacher.

Ci3T

The Burlingame School District is honored to participate in a grant offered by The University of Kansas led by Dr. Kathleen Lane. This particular grant trains teachers to work with and focus on the whole child: academic needs, behavioral needs and social-emotional needs. This is a data driven program that is positive and proactive in nature. The instructional elements of this program involve strategies that actively engage students in the learning process and challenge them to think and problem-solve at higher levels. A team of teacher leaders from Burlingame will attend trainings with Dr. Lane and her team of educators in order to implement this program at the school district. This program will assist the teachers at Burlingame to address the gaps created by the Covid-19 Pandemic as well as provide the teachers with the skills needed to work with students in an ever-changing world.

Ci3T training will provide the teachers with the skills they need to work with students who present with extremely diverse needs. Teachers need tools to work with students who have declined in their skills due to the remote learning platform during the pandemic. Students who have Individual Education Plans are even more at risk due to loss of instruction during the pandemic because of their already compromised skills in all areas: academic, social-emotional and behavior. Teachers need structures and programs to serve such students and the resources that are necessary to utilize such programs with fidelity.

Ci3T refers to a continuous improvement model of PREVENTION that includes three tiers of support for students so that they can experience success :

1) academically

2) behaviorally (positive behavior interventions and support, (PBIS)

3) socially (Second Step Social-Emotional Curriculum).

School Resource Officer

The Burlingame School District recently employed a School Resource Officer in an effort to support our students behavioral as well as social-emotional needs. The School Resource Officer will teach lessons to students in all grades about making safe choices and abiding by the law. Students will be able to interact and relate to a police officer in a positive light and have a go-to person should they encounter decisions that could potentially not only get them in trouble at school but in the world as well.

#### Professional Development

As a school district, the Director of Curriculum and building leaders will provide the staff with pertinent training regarding any new curricular or assessment practice in order to assure that the programs are being utilized with fidelity. In order to fill in the gaps created by the Covid-19 Pandemic, curriculum and instruction must be monitored and utilized with fidelity in order for students to maximize their growth and potential.

#### Curriculum Director

The Burlingame School District hired a Curriculum Director to assess current instructional materials and tools in an effort to assure that the district is providing students with the necessary skills to be successful not only in school, but after they graduate and become a member of society. The Curriculum Director will assist in an effort to monitor and track student data so that teachers can have the information needed to plan for and execute educational interventions. This individual can also model effective instructional techniques to teachers in an effort to assure that the Burlingame School District is actively engaging students in the learning process in order to maximize academic growth and potential. The Curriculum Director will assist in the process of purchasing new curriculum in the area of reading and math in order to address the academic needs of all students, especially those identified as being at risk from the Pandemic.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$492,068	\$0	\$492,068	ESSER III Allocations	\$98,414
Approved Total	\$454,393	\$0	\$454,393	Approved Total	\$78,375
Amount Left	\$37,675	\$0	\$37,675	Amount Still Needed	\$20,039
In Review Total	\$37,675	\$0	\$37,675	In Review Total	\$25,175
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
454-3-0006	Direct	True	2200	110	12	\$25,175	Task Force Review
454-3-0012	Direct	False	2100	121	10	\$12,500	Task Force Review
454-3-0007	Direct	True	2200	210	12	\$4,000	Approved
454-3-0008	Direct	True	2200	220	12	\$2,000	Approved
454-3-0009	Direct	True	2200	290	12	\$225	Approved
454-3-0010	Direct	True	2200	300	12	\$1,150	Approved
454-3-0011	Direct	False	4700	450	14	\$376,018	Approved
454-3-0001	Direct	True	1000	644	12	\$12,500	Approved
454-3-0002	Direct	True	2120	110	10	\$48,000	Approved
454-3-0003	Direct	True	2120	210	10	\$6,300	Approved
454-3-0004	Direct	True	2120	220	10	\$3,700	Approved
454-3-0005	Direct	True	2120	290	10	\$500	Approved

## Line Item Details

Line Item ID: 454-3-0006

**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**

Curriculum Director Salary

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Academic monitoring, data review, instructional interventions, curriculum review.

This is not a new position for the 2022-23 school year but was created as a result of the Pandemic and serves the purpose of assisting teachers and students academically with the goal of increasing student achievement. The total salary for this position is \$51,850.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,175
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,175</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please update this line item to include the following: Is this a new position? Will this position be partially funded with ESSER dollars? If so what is the total salary of this position?

Line Item ID: 454-3-0012

**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**

Contracted Services

**Account Number**

07 2100 300

**Function Code**

2100 - Support Services (Students)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

School Resource Officer

At the Burlingame School District, we teach social-emotional and behavioral skills just like we teach reading and math. Without such skills, students are less capable of focusing in class, attending school, and learning. Our school district adopted a social-emotional curriculum that is supported by all staff, including the SRO. Our SRO makes home visits to students who do not want to attend school for a variety of reasons: delays in learning due to Covid, emotional trauma due to Covid, loss of confidence and fear of being around other people due to the spread of a deadly virus. The SRO teaches lessons in classrooms just like certified staff members. He is a critical member of our team and has made a significant difference in the climate and culture in our building thus supporting the learning environment.

The Burlingame School District recently employed a School Resource Officer in an effort to support our students behavioral as well as social-emotional needs. The School Resource Officer will teach lessons to students in all grades about making safe choices and abiding by the law. Students will be able to interact and relate to a police officer in a positive light and have a go-to person should they encounter decisions that could potentially not only get them in trouble at school but in the world as well.

This position is not new for the 2022-2023. It will be the second year that we have had a resource officer at our school district. Having this position has made a huge difference to the culture and climate of our school district. Since the Pandemic, we have had many more students demonstrate fragile social emotional feelings and behaviors an increased use of drugs and alcohol, vaping and more threats of suicide. We have also seen an increase in physical outbursts such as fighting due to students' inability to regulate their emotions properly. Hence, our officer has become a liason to our students. They feel comfortable coming to him when they are in crisis, and he has prevented many problems from ever happening due to the relationships he has established with our students. He also teaches lessons in our elementary classrooms that support students' regulating their emotions and practicing safe behaviors. We share his salary with our county's Sheriff's department and are grateful to have him as a member of our team.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,500</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**

Curriculum Director Fringe

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Academic monitoring, data review, instructional interventions, curriculum review

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,000**Status**

Approved

Line Item ID: 454-3-0008

**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**

Curriculum Director Social Security

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Academic monitoring, data review, instructional interventions, curriculum review

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,000**Status**

Approved

Line Item ID: 454-3-0009

**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**

Curriculum Director Unemployment

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Academic monitoring, data review, instructional interventions, curriculum review

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$225**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$225**Status**

Approved

Line Item ID: 454-3-0010

**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**

Instructional Support Prof/Tech Services

**Account Number**

7

**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**

Academic monitoring, data review, instructional interventions, curriculum review

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,150**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,150**Status**

Approved

Line Item ID: 454-3-0011

**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**

Building Improvements

**Account Number**

7

**Function Code**

4700 - Building Improvements

**Object Code**

450 - Construction Services (Outside Contractors)

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

In an effort to mitigate the spread of the Covid-19 virus, the district needs to completely update and replace the HVAC system in order to provide students with a healthy learning environment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$376,018
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$376,018</u>

**Status**

Approved

**Line Item Comment from KSDE**

? Allowable if CDC guidelines are met.  
 ? This is a capital improvement and requires the necessary paperwork.

Line Item ID: 454-3-0001

**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**

7

**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**

Reading and Math Curriculum:

Evidence suggests that having a Structured Literacy program implemented with fidelity with a focus on teaching and reinforcing elements of literacy with early learners is critical for their success. Dyslexia must be addressed and assessed, and the programs/curriculum must provide interventions that will address the learning gaps caused by the Pandemic for all students, but especially for our students identified at risk such as impoverished students and special education students. The Burlingame School District is looking to implement a mathematical intervention curriculum called EnVision Math and/or Illustrative Math, to assist in closing the achievement gap in this core area due to the Covid-19 Pandemic.

References:

~Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities, Louise Spear-Swerling; January 23, 2018; Volume: 51 issue: 3, page(s): 201-211

~U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse (2016, June).

~Primary Mathematics intervention report: enVisionMATH. Retrieved from <http://whatworks.ed.gov>  
<https://illustrativemathematics.org/about-im/>

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

Line Item ID: 454-3-0002

**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**

Counselor Salary

**Account Number**

7

**Function Code**

2120 - Guidance 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**

Additional counselor added to support the emotional needs caused by the pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$48,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$48,000**Status**

Approved

Line Item ID: 454-3-0003

**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**

Counselor Fringe

**Account Number**

7

**Function Code**

2120 - Guidance 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**

Additional counselor added to support the emotional needs caused by the pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,300**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,300**Status**

Approved

Line Item ID: 454-3-0004



**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**

Counselor Social Security

**Account Number**

7

**Function Code**

2120 - Guidance 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**

Additional counselor added to support the emotional needs caused by the pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,700**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,700**Status**

Approved

Line Item ID: 454-3-0005

**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**

Counselor Unemployment

**Account Number**

7

**Function Code**

2120 - Guidance Services

**Object Code**

290 - Other Employee Benefits

**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**

Additional counselor added to support the emotional needs caused by the pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$500**Status**

Approved

