



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

## December 9<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:**

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

As a reminder, we will review applications and requests deemed eligible at a summary level in the meeting. If there is a specific application or request you would like addressed in the Task Force meeting, please email [ESSER@ksde.org](mailto:ESSER@ksde.org) no later than Thursday, December 8<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 – November 4, 2022

### Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, November 4, 2022.

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

### Approval of Agenda

Roberta Lewis made a motion to approve the agenda as presented for the November 4 meeting and Mike Argabright seconded it. Motion carried (17-0).

**MOTION**  
(00:04:19)

### Attendance

The following Task Force members attended by video conference:

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

### Approval of October 7 Minutes

Adam Thomas made a motion to approve the October 7 minutes and Adam Proffitt seconded it. Motion carried (17-0).

**MOTION**  
(00:04:36)

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

Doug Boline started the meeting off by stating that there are 7 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 Thursday, November 10, 2022.

The ESSER II change requests consist of 296 individual budgeted expenditures totaling a value of \$10.7 million.

(00:05:27)

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

The eligible expenditures for the 7 ESSER II change requests totaled to \$10,734,631 (cumulative). The net change for the eligible requests total to \$163,713.

Specific details regarding the batch of change requests can be found on the Commissioner's Task Force webpage located here - [Commissioner's Task Force \(ksde.org\)](https://ksde.org).

(00:05:50)

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

(00:07:59)

Roberta Lewis made a motion to approve the 7 ESSER II change requests as presented. Jason Winbolt seconded it. Motion carried (17-0).

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

Doug Boline mentioned that the 16 districts represented in today's ESSER III application batch have requested \$20 million (for eligible expenditures): 74% of their total allocation. The average eligible expenditures (requested) per district (for this specific batch) range from \$123,791 to \$5,630,894; average amount per district is \$1,253,981. The eligible planned expenditures (for this batch) per student range from \$625 to \$2,694; average amount is \$912.

**MOTION**  
(00:09:25)

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

The eligible expenditures for the 6 ESSER III change requests totaled to \$98,215,727 (cumulative). The net change for the eligible requests total to \$20,819,064. Specific details regarding the batch of change requests can be found on the Commissioner's Task Force webpage located here - [Commissioner's Task Force \(ksde.org\)](https://ksde.org).

(00:17:57)

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

Melissa Rooker made a motion to approve the ESSER III change requests and applications as presented. Mike Argabright seconded it. Motion carried (16-0-1).

**MOTION**  
(00:19:54)

**Adjournment**

Chairman Porter adjourned the meeting at 3:16 p.m. The next meeting will occur on Friday, December 9, 2022 at 3:00 p.m.



# Commissioner's K-12 Relief Funds Task Force



**Task Force Meeting**  
**December 9, 2022**

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## ESSER II: Change Application Status Update

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# ESSER II status update

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

- 6 ESSER II change applications from districts representing 4,476 students.<sup>1</sup>
- 200 individual budgeted expenditures totaling a value of \$3.8M.

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

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## ESSER II Update | Overview

Slates of plans previously approved by State Board	286 plans	\$339.7M
Batch of change request plans being reviewed today	6 plans	\$3.8M
Batch of plans being reviewed today	0	\$0
Plans that have not yet been submitted	0 plans	
Plans that are in progress	0 plans	

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


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### ESSER II Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
211	Norton	\$439,659	\$439,654	\$439,659	\$5	Premium Pay
216	Deerfield	\$223,688	\$223,688	\$223,688	\$0	Curriculum and Equipment
234	Fort Scott	\$1,815,622	\$1,815,622	\$1,815,622	\$0	PPE and Software

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## ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
378	Riley County	\$259,994	\$259,994	\$259,994	\$0	Chrome Books and Premium Pay
405	Lyons	\$757,981	\$757,981	\$757,981	\$0	Premium Pay




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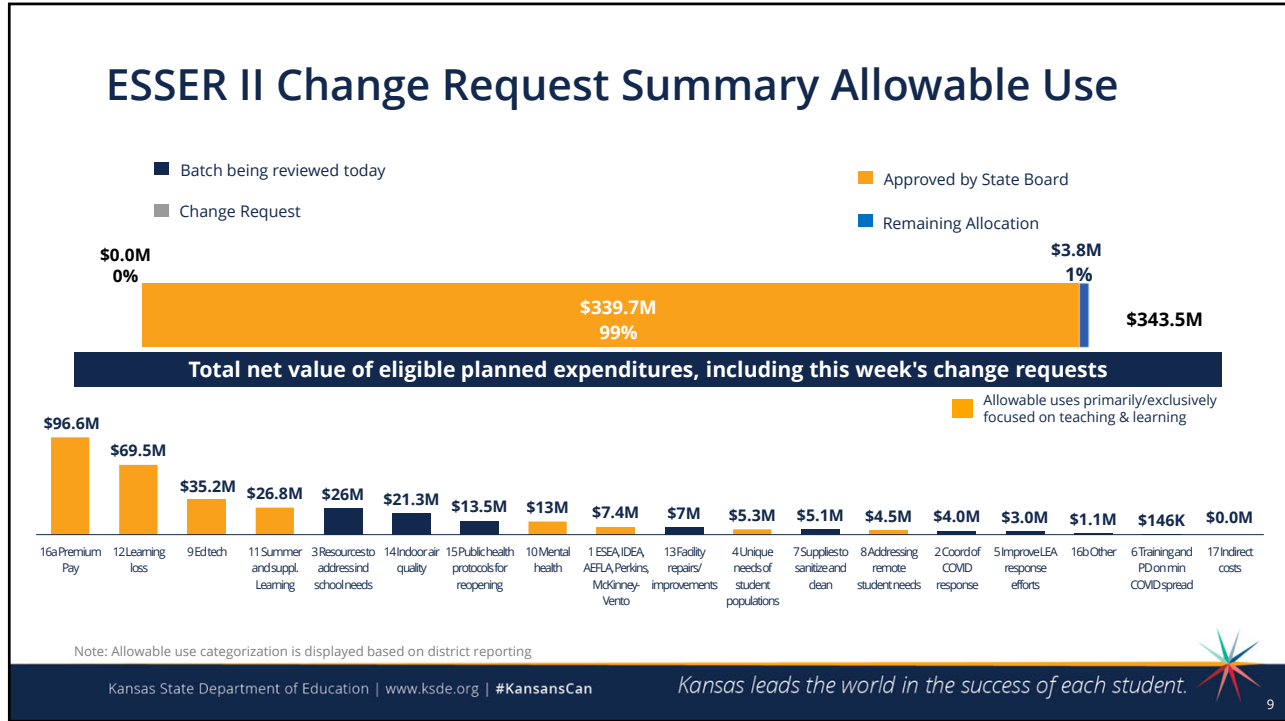
## ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
410	Durham-Hillsboro-Lehigh	\$254,615	\$254,615	\$254,615	\$0	PD and Window Replacement
<b>Total</b>		<b>\$3,751,559</b>	<b>\$3,751,554</b>	<b>\$3,751,559</b>	<b>\$5</b>	



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

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

**Scope:**  
- 6 ESSER II change requests.




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

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## ESSER III status update

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

- USD 111 Doniphan West
- USD 416 Louisburg

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



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## ESSER III status update

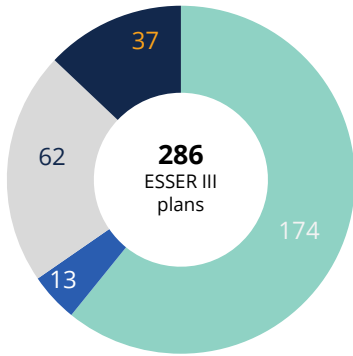
**13 ESSER III plans projected to be reviewed in the current slate. 8 ESSER III change plans to be reviewed in the current slate.**

- 13 districts submitted ESSER III plans representing 12,202 students.
- 269 individual budgeted expenditures totaling a value of \$19M.
- 8 districts submitted ESSER III change plans representing 20,657 students.
- 242 individual budgeted expenditures totaling a value of \$24.6M.



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# ESSER III Update | Overview



States of plans fully approved by State Board

174 plans

\$581M

Plans conditionally approved at previous State Board

0 plans

\$0M

Batch of plans being reviewed today

13 plans

\$19M

Plans that have not yet been submitted

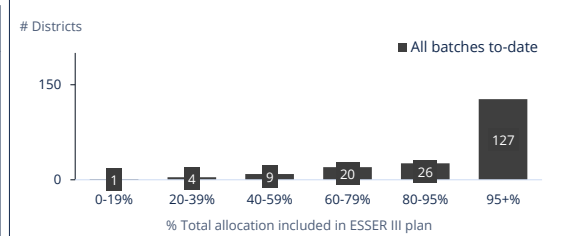
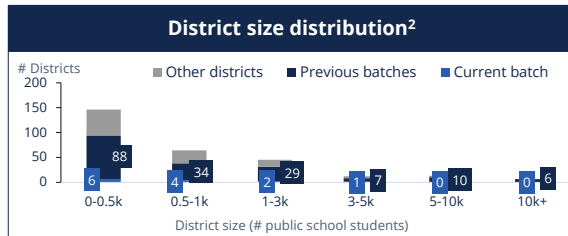
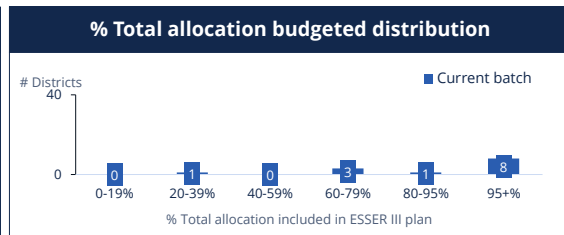
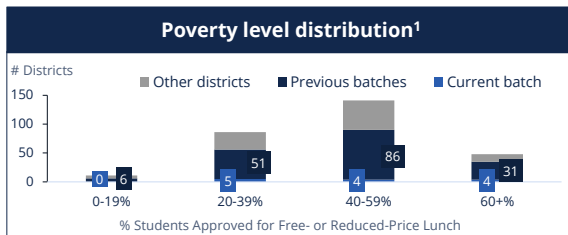
62 plans

Plans that are under KSDE review

37 plans

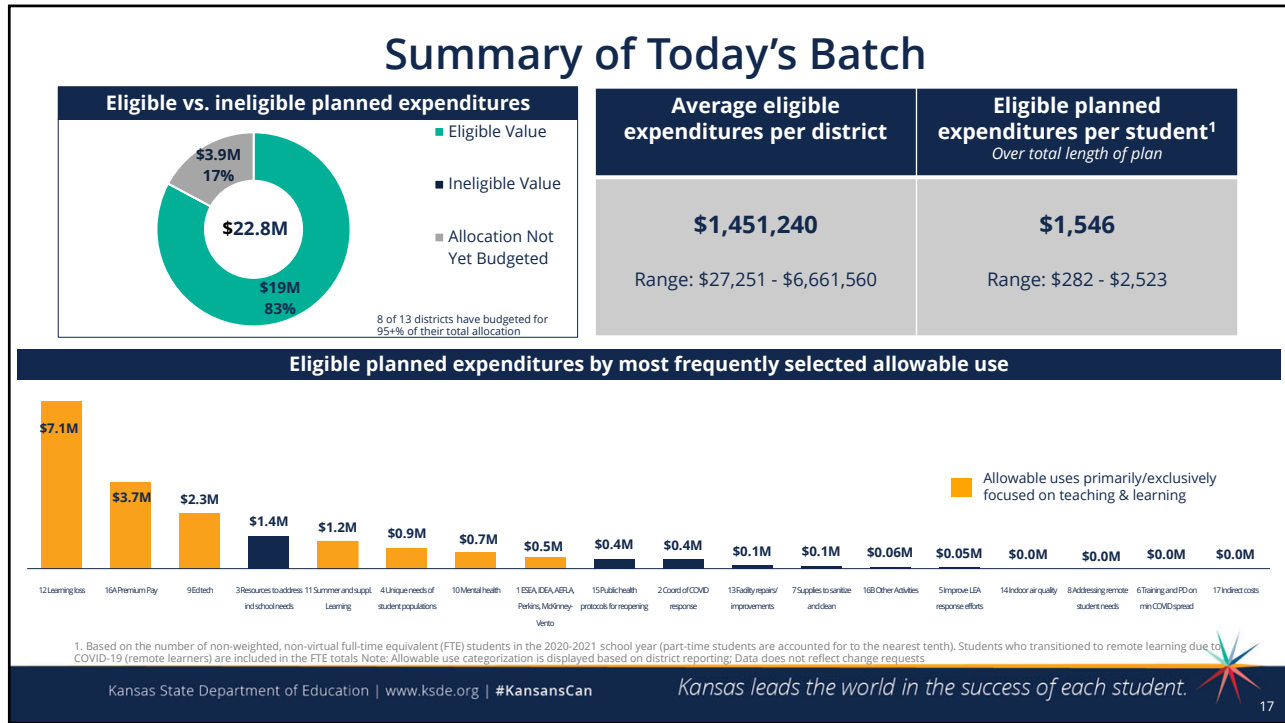
15

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

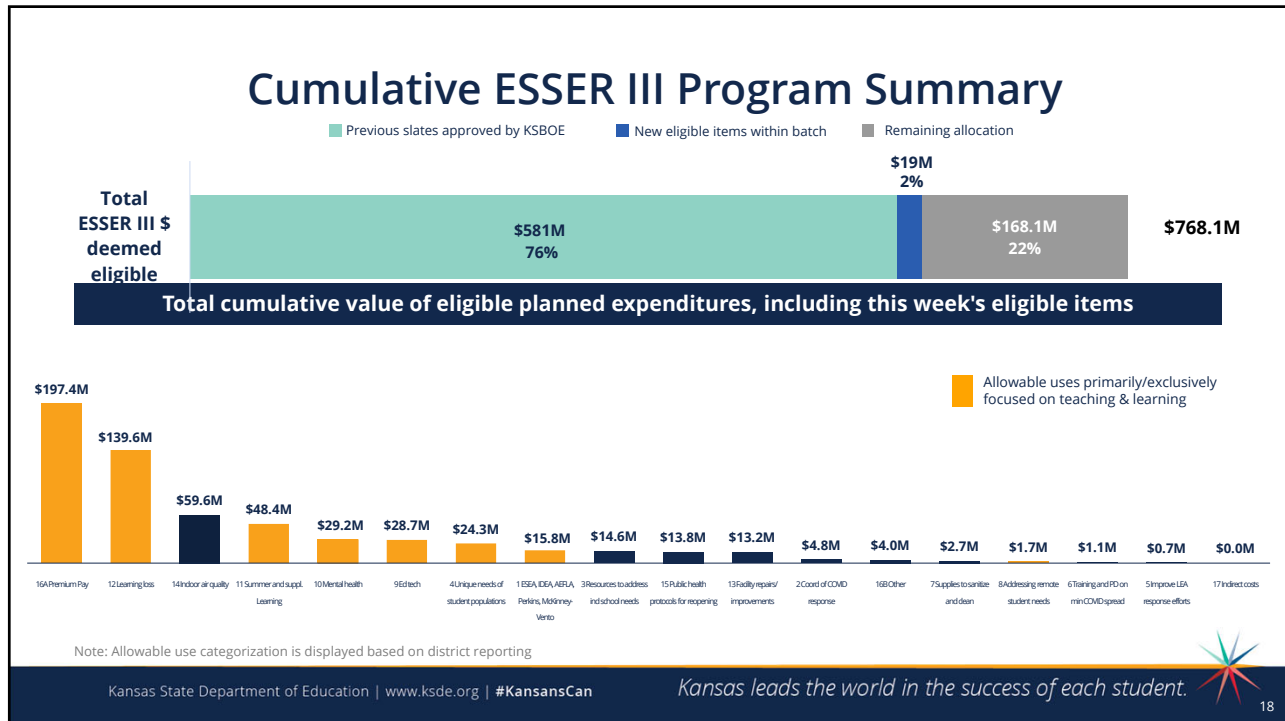


1. Districts were grouped based on the % of student headcount approved for free or reduced-price lunch in the 2020-2021 school year 2. Districts were grouped based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted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

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



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



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## ESSER III Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
219	Minneola	\$361,184	\$361,184	\$361,184	\$0	Intervention Specialist
232	De Soto	\$4,386,112	\$2,972,095	\$3,543,878	\$571,783	Salaries
243	Lebo-Waverly	\$442,063	\$324,413	\$442,063	\$117,650	Premium Pay

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## ESSER III Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
297	St. Francis	\$440,247	\$351,135	\$435,885	\$84,750	Instructional Materials
325	Phillipsburg	\$714,497	\$714,497	\$714,497	\$0	Textbooks and Software
426	Pike Valley	\$293,208	\$181,991	\$293,208	\$111,217	HVAC

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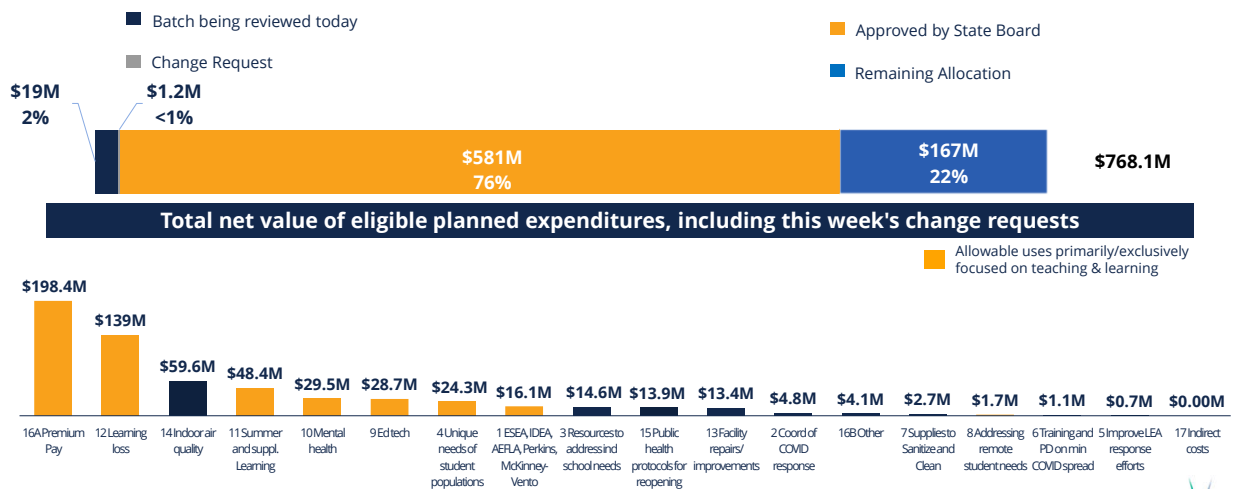
## ESSER III Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
446	Independence	\$6,179,826	\$4,861,483	\$5,208,909	\$347,426	Salaries
497	Lawrence	\$13,573,376	\$13,573,376	\$13,573,376	\$0	Professional Development
<b>Total</b>		<b>\$26,390,513</b>	<b>\$23,340,174</b>	<b>\$24,573,000</b>	<b>\$1,232,826</b>	



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## Change Request Summary Allowable Use



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

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

**Scope:**

- 13 ESSER III applications.
- 8 ESSER III change request.

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# Thank You



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## ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS								
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>	
1	211	Norton Community Schools	620	42%	\$ 439,659	\$ 439,654	100%	\$ 439,659	\$ 439,659	\$ -	5	100%	\$ 710
2	216	Deerfield	185	73%	\$ 223,688	\$ 223,688	100%	\$ 223,688	\$ 223,688	\$ -		100%	\$ 1,209
3	234	Fort Scott	1,737	58%	\$ 1,815,622	\$ 1,815,622	100%	\$ 1,815,622	\$ 1,815,622	\$ -		100%	\$ 1,046
4	378	Riley County	646	28%	\$ 259,994	\$ 259,994	100%	\$ 259,994	\$ 259,994	\$ -		100%	\$ 402
5	405	Lyons	738	71%	\$ 757,981	\$ 757,981	100%	\$ 757,981	\$ 757,981	\$ -		100%	\$ 1,028
6	410	Durham-Hillsboro-Lehigh	551	39%	\$ 254,615	\$ 254,615	100%	\$ 254,615	\$ 254,615	\$ -		100%	\$ 462
<b>Total</b>			<b>4,476</b>	<b>0%</b>	<b>\$ 3,751,559</b>	<b>\$ 3,751,554</b>	<b>100%</b>	<b>3,751,559</b>	<b>\$ 3,751,559</b>	<b>\$ -</b>	<b>5</b>	<b>100%</b>	<b>\$ 838</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)**

3547-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JlwBwpbo

# 211-Norton\_EsserII\_Change\_1123

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Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Norton Community Schools
<b>Applicant / Mailing Address</b>	
105 E. Waverly St Norton, KS 67654	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Cynthia Walker
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	cwalker@usd211.org
<b>Applicant / Phone Number</b>	785-877-3386

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

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

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Application details

More information, FAQs, and supplemental materials can be found on the Kansas Children's Cabinet and Trust Fund's [ECBG - FY24 webpage](#)

Full District Name USD 211 NORTON COMMUNITY SCHOOLS

District Number 211

Mailing Address | Street Address 105 E. WAVERLY ST

Mailing | City NORTON

Mailing Address | Zip Code 67654

Authorized Representative of the District | Name CYNTHIA WALKER

Authorized Representative of the District | Position or Title TREASURER

Authorized Representative of the District | Email Address cwalker@usd211.org

Authorized Representative of the District | Phone Number +17858773386

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 staff and students are still diligently cleaning after each class period and ready for the next class. our bus drivers are cleaning their buses every day after the students get off. We have noticed still a high need of emotional and social support for our students. Our principals, Counselors, school secretaries, teachers, paras, and other staff have stepped up to the call for the extra support that is needed for these kids. Our maintenance workers are keeping handles and rails clean several times a day. Change our filters to help keep down the germs. we have a higher need this year with more poverty families in the district due to the raising cost of items due to the short demand for workers in the industry. Our kitchen staff is still individually wrapping silverware to prevent to many hands touching the items.

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.

I adjusted all of our numbers to the actual expenditure for the fiscal year 22. The remaining amount I moved to fiscal year 2023. We are wanting to do a retaining pay in January 2023 for all returning staff. We still have several positions we haven't been able to fill since the start of the school year. All employees have agreed to and are performing the extra duties required to make our district a safe learning place. These duties include but not limited to: increased time and effort to provide academic support, social and emotional support, wellness support, safe transportation, the extra work our kitchen employees provide to feed the students in a short amount of time, extra communication with students and families due to illnesses, extra work with data analysis and targeted interventions, an increased development of resources to teach on line and the time and effort put out in

order to keep our facility clean and safe. Meeting the individual needs of our students will be our number one priority. Retaining our quality staff members will increase our likelihood of ensuring all student loss is addressed. We are still using our aids in 3rd & 4th grade due to the increase of students and the need for more one on one help.

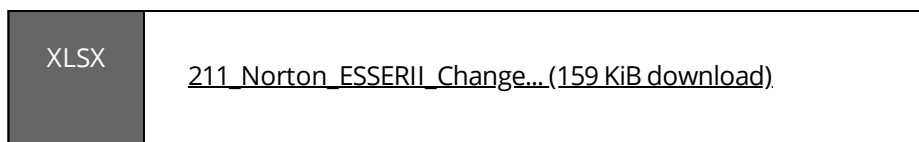
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To provide a safe environment for our students to attend school and to be able to receive the social and emotional support by our trained staff. Being able to retain our current staff and not having a lot of turnover will help keep the consistent flow going. Too many changes or interruptions are hard on some of these kids. For some of these kids, the school is their safe, stable place to be. They are around people they see every dyad are able to get the help they need to succeed. Our technology director has software that is adaptable for students and staff to use. We are using our text messaging system again this year to notify parents, staff and students of changes that are made throughout the district. We are still keeping up with our sanitizing supplies to keep our school covid free.

## 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.





USD	District Name	Data as of
211	Norton Com	12-2-22

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
211-1-001-20221213	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Need another teacher to minimize class size in kdg. Enrollment for kdg has exceeded by 12% compared to past enrollments. This is a result of students being held out during the 2020-2021 school year.	\$ 40,161	\$ -	\$ 26,575	\$ -	\$ -	51-1000-111-00	Change Request: Previously approved SFY 2022 \$47,000
211-1-002-20221213	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Needing an Aide in 4th grade due to class size from 3 teachers to 2. CBM testing during the 2020-2021 school year has indicated a drop in achievement in reading and math. More students scoring in the yellow and red levels. AT Risk Tutor for 3rd & 4th grade is necessary for in school support and after school programs designed for 2021-2022 and 2022-2023 school year	\$ 36,605	\$ -	\$ 10,677	\$ 10,030	\$ -	51-1000-121-00	Change Request: Previously approved SFY 22 \$53,500
211-1-003-20221213	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Insurance	\$ 10,677	\$ -	\$ 5,139	\$ -	\$ -	51-1000-210-00	Change Request: Previously approved SFY 22 \$27,088
211-1-004-20221213	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	social security deduction line	\$ 5,906	\$ -	\$ 61	\$ 767	\$ -	51-1000-220-00	Change Request: Previously approved SFY 22 \$7,711
211-1-005-20221213	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	unemployment deduction line	\$ 73	\$ -	\$ 12,278	\$ 12	\$ -	51-1000-290-00	Change Request: Previously approved SFY 22 \$104
211-1-006-20221213	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase of extra cleaning supplies to clean desks or rooms after each class period. Filters for the air purifiers	\$ 37,278	\$ -	\$ 3,229	\$ 25,000	\$ -	51-2600-610-00	Change Request: Previously approved SFY 22 \$26,800 and SFY 23 \$3,478
211-1-007-20221213	Eligible	Direct Allocation	Food Services Operations	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	paper products to put students grab and go meals in and the purchase of extra tongs to have one for each student as they go through the lunch line. Extra cleaning supplies to make easier and quicker to clean tables after each use.	\$ 7,618	\$ -	\$ 27,074	\$ 4,389	\$ -	51-3100-610-00	Change Request: Previously approved SFY 22 \$3,000 and SFY 23 \$4,389

211-1-008-20221213	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.	planning for, coordinating & implementing activities during long term closures. Will increase student learning by increasing student engagement.	\$ 55,074	\$ -	\$ 14,540	\$ 28,000	\$ -	51-1000-653-00	Change Reqsst: Previously approved SFY 22 \$11,050 and SFY 23 \$10,000
211-1-009-20221213	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	extra summer school teachers to cover the larger number of kids needing summer school to catch up on their learning.	\$ 29,149	\$ -	\$ 1,115	\$ 14,609	\$ -	51-1000-111-00	Change Reqsst: Previously approved SFY 22 \$8,036
211-1-010-20221213	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	0	\$ 2,233	\$ -	\$ 17	\$ 1,118	\$ -	51-1000-220-00	Change Reqsst: Previously approved SFY 22 \$615
211-1-011-20221213	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	0	\$ 31	\$ -	\$ 1,880	\$ 15	\$ -	51-1000-290-00	Change Reqsst: Previously approved SFY 22 \$8
211-1-012-20221213	Eligible	Direct Allocation	Support Services (Students)	Overtime Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Nurse overtime for Covid tracking, testing and calling staff if they need to Quarantine.	\$ 3,880	\$ -	\$ 126	\$ 2,000	\$ -	51-2100-126-00	Change Reqsst: Previously approved SFY 22 \$8,820
211-1-013-20221213	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Social security deduction line for Nurse Overtime for tracking, testing and calling staff.	\$ 279	\$ -	\$ 2	\$ 153	\$ -	51-2100-220-00	Change Reqsst: Previously approved SFY 22 \$62.80
211-1-014-20221213	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	UNEMPLOYMENT deduction line for Nurse Overtime for tracking, testing and calling staff.	\$ 4	\$ -	\$ 2,471	\$ 2	\$ -	51-2100-290-00	Change Reqsst: Previously approved SFY 22 \$8.80
211-1-015-20221213	Eligible	Direct Allocation	Instruction	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	Purchasing supplies for the 4th kdg teacher so she has the same teaching material as our other kdg teachers. Had to add another teacher due to parents holding their kids back a year before starting school due to covid.	\$ 2,471	\$ -	\$ 2,375	\$ -	\$ -	51-1000-600-03	Change Reqsst: Previously approved SFY 22 \$6,000

211-1-016-20221213	Eligible	Direct Allocation	Support Services - General Administration	Other Purchased Services	5. Procedures and systems to improve LEA preparedness and response efforts	purchase of communication software to communicate with parents,teachers and students	\$ 4,975	\$ -	\$ 1,560	\$ 2,600	\$ -	51-2300-590-00	Change Reqsst: Previously approved SFY 22 \$2,375
211-1-017-20221213	Eligible	Direct Allocation	Central Services	Overtime Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	to cover the extra hours the Treasurer is doing to keep track of the Esser funds and reporting to the state and ordering of the extra supplies needed	\$ 3,000	\$ -	\$ 120	\$ 1,440	\$ -	51-2500-126-00	Change Reqsst: Previously approved SFY 22 \$3,000
211-1-018-20221213	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line for treasurer overtime	\$ 153	\$ -	\$ 1	\$ 33	\$ -	51-2500-220-00	Change Reqsst: Previously approved SFY 22 \$229.50
211-1-019-20221213	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line for Treasurer Overtime	\$ 2	\$ -	\$ 3,315	\$ 1	\$ -	51-2500-290-00	Change Reqsst: Previously approved SFY 22 \$3
211-1-020-20221213	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	subs for our teachers who are off for Covid or Quaratine so the students don't have any interruptions in their learning	\$ 3,315	\$ -	\$ 120	\$ -	\$ -	51-1000-115-00	Change Reqsst: Previously approved SFY 22 \$10,000
211-1-021-20221213	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	social security deduction line for subs	\$ 120	\$ -	\$ 45,500	\$ -	\$ -	51-1000-220-00	Change Reqsst: Previously approved SFY 22 \$765
211-1-022-20221213	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff to teach our children. Staff has had to go above and beyond their regular duties to help maintain our classrooms for students to attend in person.	\$ 94,000	X	\$ 7,000	\$ 48,500	\$ -	51-1000-111-00	Change Reqsst: Previously approved SFY 22 \$47,500
211-1-023-20221213	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff to assist our children & teachers. Staff has had to go above and beyond their regular duties to help maintain our classrooms for students to attend in person.	\$ 16,000	X	\$ 4,043	\$ 9,000	\$ -	51-1000-120-00	Change Reqsst: Previously approved SFY 22 \$7,000

211-1-024-20221213	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social security line for certified & non-certified for above	\$ 8,442	X	\$ 184	\$ 4,399	\$ -	51-1000-220-00	Change Reqsst: Previously approved SFY 22 \$4,170
211-1-025-20221213	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line for certified & non-certified for above	\$ 372	X	\$ 1,000	\$ 188	\$ -	51-1000-290-00	Change Reqsst: Previously approved SFY 22 \$54.00
211-1-026-20221213	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	To retain highly qualified staff to counsel and assist the students. Students have had more issues to deal with at home and school.	\$ 3,000	X	\$ 1,000	\$ 2,000	\$ -	51-2100-111-41	Change Reqsst: Previously approved SFY 22 \$2,000
211-1-027-20221213	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff. Our nurse has had to do extra duties and line up extra workers to assist in checking the students every morning as they arrive at school. She has had extra paper work to do.	\$ 2,000	X	\$ 153	\$ 1,000	\$ -	51-2100-120-00	Change Reqsst: Previously approved SFY 22 \$1,000
211-1-028-20221213	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 382	X	\$ 2	\$ 230	\$ -	51-2100-220-00	Change Reqsst: Previously approved SFY 22 \$344
211-1-029-20221213	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 5	X	\$ 500	\$ 3	\$ -	51-2100-290-00	Change Reqsst: Previously approved SFY 22 \$5
211-1-030-20221213	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff to assist our children & teachers. Our technology director has had to find different software that would work for some of the classrooms and our librarian helping students find the materials that are needed for their reports.	\$ 3,000	X	\$ 2,000	\$ 2,500	\$ -	51-2200-111-00	Change Reqsst: Previously approved SFY 22 \$1,000
211-1-031-20221213	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified helpers in the library to help the Librarian with the extra work and cleaning the books everytime a student brings them back.	\$ 4,000	X	\$ 191	\$ 2,000	\$ -	51-2200-121-00	Change Reqsst: Previously approved SFY 22 \$1,000

211-1-032-20221213	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 535	X	\$ 2	\$ 344	\$ -	51-2200-220-00	Change Reqsst: Previously approved SFY 22 \$153.00	
211-1-033-20221213	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 7	X	\$ 1,000	\$ 5	\$ -	51-2200-290-00	Change Reqsst: Previously approved SFY 22 \$2	
211-1-034-20221213	Eligible	Direct Allocation	Support Services - General Administration	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff to head our district through all the requirements & issues that are needed to protect the staff and students within our district.	\$ 2,000	X	\$ 1,000	\$ 1,000	\$ -	51-2300-111-00	Change Reqsst: Previously approved SFY 22 \$1,000	
211-1-035-20221213	Eligible	Direct Allocation	Support Services - General Administration	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain trained staff who are highly qualified for their position and who goes beyond the scope of their job description to help staff so they concentrate on student issues.	\$ 2,000	X	\$ 153	\$ 1,000	\$ -	51-2300-121-00	Change Reqsst: Previously approved SFY 22 \$1,000	
211-1-036-20221213	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	social security deduction line	\$ 306		\$ -	\$ 2	\$ 153	\$ -	51-2300-220-00	Change Reqsst: Previously approved SFY 22 \$153.00
211-1-037-20221213	Eligible	Direct Allocation	Support Services - General Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 4	X	\$ 3,000	\$ 2	\$ -	51-2300-290-00	Change Reqsst: Previously approved SFY 22 \$2	
211-1-038-20221213	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	To retain highly qualified staff to lead their buildings in covid prevention so the students can be able to attend in person and feel safe.	\$ 6,000	X	\$ 4,000	\$ 3,000	\$ -	51-2400-110-00	Change Reqsst: Previously approved SFY 22 \$3,000	
211-1-039-20221213	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain staff who knows the students and are willing to go the extra mile to help the students who are trying to handle the covid related problems. The secretaries helps keep track of the students and line up their homework for them so someone can pick up.	\$ 7,000	X	\$ 536	\$ 3,000	\$ -	51-2400-120-00	Change Reqsst: Previously approved SFY 22 \$4,000	

211-1-040-20221213	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	social security deduction line	\$ 995	X	\$ 7	\$ 459	\$ -	51-2400-220-00	Change Reqsst: Previously approved SFY 22 \$535
211-1-041-20221213	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 13	X	\$ 77	\$ 6	\$ -	51-2400-290-00	Change Reqsst: Previously approved SFY 22 \$7
211-1-042-20221213	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 154	\$ -	\$ 1,000	\$ 77	\$ -	51-2500-220-00	Change Reqsst: Previously approved SFY 22 \$77
211-1-043-20221213	Eligible	Direct Allocation	Central Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff who is trained in the Esser reporting and who can keep track of the covid purchases so we can maintain a safe environment for the students to attend inclass schooling.	\$ 2,000	X	\$ 1	\$ 1,000	\$ -	51-2500-121-00	Change Reqsst: Previously approved SFY 22 \$1,000
211-1-044-20221213	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 2	\$ -	\$ 1,000	\$ 1	\$ -	51-2500-290-00	Change Reqsst: Previously approved SFY 22 \$2
211-1-045-20221213	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	To retain qualified staff to maintain our school facilities to make sure they are thoroughly clean for the students to be able to attend classes inschool. Extra cleaning during the day is done for the protection.	\$ 2,000	X	\$ 77	\$ 1,000	\$ -	51-2610-121-00	Change Reqsst: Previously approved SFY 22 \$1,000
211-1-046-20221213	Eligible	Direct Allocation	Operation of Buildings	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 154	X	\$ 1	\$ 77	\$ -	51-2610-220-00	Change Reqsst: Previously approved SFY 22 \$77
211-1-047-20221213	Eligible	Direct Allocation	Operation of Buildings	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 2	X	\$ 4,000	\$ 1	\$ -	51-2610-290-00	Change Reqsst: Previously approved SFY 22 \$2

211-1-048-20221213	Eligible	Direct Allocation	Maintenance of Buildings	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain qualified staff to maintain our school facilities to make sure they are thoroughly clean for the students to be able to attend classes inschool. Extra cleaning during the day is done for the protection.	\$ 9,000	X	\$ 306	\$ 5,000	\$ -	51-2620-121-00	Change Reqsst: Previously approved SFY 22 \$6,000
211-1-049-20221213	Eligible	Direct Allocation	Maintenance of Buildings	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 689	x	\$ 4	\$ 383	\$ -	51-2620-220-00	Change Reqsst: Previously approved SFY 22 \$459
211-1-050-20221213	Eligible	Direct Allocation	Maintenance of Buildings	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 9	x	\$ 1,000	\$ 5	\$ -	51-2620-290-00	Change Reqsst: Previously approved SFY 22 \$6
211-1-051-20221213	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain qualified staff to maintain our school facilities to make sure they are thoroughly clean for the students to be able to attend classes inschool. Extra cleaning during the day is done for the protection.	\$ 2,000	x	\$ 77	\$ 1,000	\$ -	51-2630-121-00	Change Reqsst: Previously approved SFY 22 \$1,000
211-1-052-20221213	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 153	x	\$ 132	\$ 77	\$ -	51-2630-220-00	Change Reqsst: Previously approved SFY 22 \$77
211-1-053-20221213	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 264	x	\$ 7,000	\$ 132	\$ -	51-2630-290-00	Change Reqsst: Previously approved SFY 22 \$2
211-1-054-20221213	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain qualified staff to drive and maintain our busses so students can attend inschool class and extra activities throughout the year. Buses are cleaned several times a day for students.	\$ 14,000	x	\$ 536	\$ 7,000	\$ -	51-2710-120-00	Change Reqsst: Previously approved SFY 22 \$7,000
211-1-055-20221213	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 1,071	x	\$ 7	\$ 536	\$ -	51-2710-220-00	Change Reqsst: Previously approved SFY 22 \$536



211-1-056-20221213	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 14	x	\$ 7,000	\$ 7	\$ -	51-2710-290-00	Change Reqsst: Previously approved SFY 22 \$7
211-1-057-20221213	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	to retain highly qualified staff to prepare the food for the students and to wrap the silverware for each day and the extra preparation it takes to ensure the students can stay in school to attend classes. The extra cleaning the staff must do in between the different grade levels as they come in to eat.	\$ 14,000	x	\$ 536	\$ 7,000	\$ -	51-3100-120-00	Change Reqsst: Previously approved SFY 22 \$7,000
211-1-058-20221213	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 1,071	x	\$ 7	\$ 536	\$ -	51-3100-220-00	Change Reqsst: Previously approved SFY 22 \$574
211-1-059-20221213	Eligible	Direct Allocation	Food Services Operations	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 14	x	\$ 7	\$ 7	\$ -	51-3100-290-00	Change Reqsst: Previously approved SFY 22 \$8

**Kansas CommonApp (2020)**

3548-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ojjKjQWV

# 216\_Deerfield\_ESSERII\_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** 216 Deerfield

**Applicant / Mailing Address**

803 Beech St.  
Deerfield, KS 67838

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Tyson Eslinger

**Applicant / Email Address of Owner, CEO, or Executive Director** tyson.eslinger@usd216.org

**Applicant / Phone Number** 620-426-8516

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)** 48-0721568

**Applicant / Website Address (if applicable)** www.usd216.org

**Applicant / Child Care Licensing Number (if applicable)** 0058151-016

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

Student Achievement is Number 1!

**Fiscal Agent / Name (if applicable)** Reyna Royer-Weatherred

**Fiscal Agent / Email (if applicable)** reyna.weatherred@usd216.org

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

803 Beech St.  
Deerfield, KS 67838

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## Application details

More information, FAQs, and supplemental materials can be found on the Kansas Children's Cabinet and Trust Fund's [ECBG - FY24 webpage](#)

Full District Name	Deerfield
District Number	216
Mailing Address   Street Address	803 Beech St.
Mailing   City	Deerfield
Mailing Address   Zip Code	67838
Authorized Representative of the District   Name	Tyson Eslinger
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	tyson.eslinger@usd216.org
Authorized Representative of the District   Phone Number	+16204268516
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	reyna.weatherred@usd216.org

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

We have seen learning loss across the board in all subject areas in all of our populations. We have noticed in our Hispanic population that they have been hit the hardest by the closure of schools and then also the quarantine guidelines during the pandemic. We see this through our data of Fastbridge and state assessments as well as our grade books.

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.

This is a change order as the district is using the remaining funds for premium pay for staff.

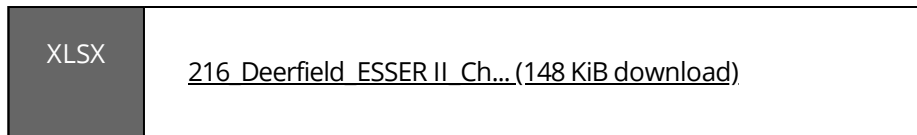
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Through our Fastbridge test scores, state assessments, and grade books.

### **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.





USD	District Name	Data as of
216	Deerfield	12/2/2022

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
216-1-001-20221213	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Will be used to pay staff supporting our ELL population. (Change Request)	\$ 43,165	\$ 10,168	\$ 15,060	\$ 17,937	\$ -	80	Change Request: Previously approved for \$15,000 SFY 2022
216-1-002-20221213	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Purchase Social/Emotional Curriculum to help support staff and students. Purchase Reading, Math, and STEAM curriculum and resources to address learning gaps that have been identified through our data. (Change Request)	\$ 19,906	\$ -	\$ 19,906	\$ -	\$ -	80	Change Request: Previously approved for \$25,000 SFY 2022
216-1-003-20221213	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Provide Professional Development around resources and highly effective teaching strategies to support staff in helping close the gap for our students.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	80	Approved at the May 2021 State Board Meeting
216-1-004-20221213	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Will be used to cover staff cost and purchase materials for our EXCELerate Learning Academy during the summer to help address learning gaps as well as grow students passion for learning. (Change Request)	\$ 6,996	\$ -	\$ 6,996	\$ -	\$ -	80	Change Request: Previously approved for \$12,000 SFY 2022
216-1-005-20221213	Eligible	Direct Allocation	Support Services	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	This will be used to upgrade technology district wide for both students and staff. These upgrades in computers will make the classrooms more interactive and allow for us to use programs in a more effective manner. In the event that we have to have remote learning in the future, it will allow for all students to have access to quality technology that can support the remote learning. (Change Request)	\$ 128,621	\$ -	\$ 128,621	\$ -	\$ -	80	Change Request: Previously approved for \$146,688 SFY 2022

**Kansas CommonApp (2020)**

3526-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



kgqLAMNE

# 234\_FortScott\_ESSER II\_Change

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Unified School District 234

**Applicant / Mailing Address**

424 S Main  
Fort Scott, KS 66701

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Gina Shelton

**Applicant / Email Address of Owner, CEO, or Executive Director** gina.shelton@usd234.org

**Applicant / Phone Number** 620-223-0800

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

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

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Application details

More information, FAQs, and supplemental materials can be found on the Kansas Children's Cabinet and Trust Fund's [ECBG - FY24 webpage](#)

Full District Name	Fort Scott
District Number	234
Mailing Address   Street Address	424 South Main Street
Mailing   City	Fort Scott
Mailing Address   Zip Code	66701
Authorized Representative of the District   Name	Gina Shelton
Authorized Representative of the District   Position or Title	Business Manager/Board Clerk
Authorized Representative of the District   Email Address	gina.shelton@usd234.org
Authorized Representative of the District   Phone Number	+16202230800
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	destry.brown@usd234.org
Other District Representative 2   Email Address	dalaina.smith@usd234.org

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

The biggest challenge of COVID-19 was the balancing act between providing education while keeping everyone safe. We used a combination of in-person learning, remote-instruction, and our existing virtual program to meet individual student needs. On 09/20/20, we were serving 1823 students.

Cost Impact – District used a combination of ESSER I funds, donations, grants, and SPARK funds from our county to address the additional costs associated with COVID-19. We will see a cost impact for years as many parents chose to homeschool their children. We spent substantially on PPE and substitutes to remain in-person.

Learning Loss – We saw a decrease of 118 students or 6%. We attribute a large portion of this to families choosing to send their kids to surrounding private schools, other districts, or homeschool where they would be subject to less restrictive safety protocols. Around January 2021, we started seeing an increase in the amount of kids choosing to return to our district.

Emotional Impact – Knew it was important for kids to be in-person as much as possible as 1)in-person instruction is the best format for education and 2)many kids need interaction with our kids and positive adult influences. Students have relied on schools to be a safe place for them.

Special populations –92% of special education students chose to return to school in-person, with 8% choosing remote learning, primarily due to safety concerns. We used contingency plans to address specific learning needs. With our low income household students we saw an increase in lack of basic needs.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

The district has set 3 goals to accomplish using the district allocation of ESSER II. First, address the learning loss of students. We have summer camps planned to allow additional instructional opportunities. Summer learning will take place over 3 weeks. We will also provide 5 days of additional professional development. This will allow staff to analyze and modify curriculum to address gaps among students. Second, address social and emotional learning. Funds would allow us to provide a nurse at the high school level which we did not have prior to the pandemic. Nurses are often the first stop in addressing needs of students. We would also use this to provide resources in the form of programs, curriculum, and professional development. We would use funds to target parent involvement activities to address gaps within the home and the school. Third, provide in-person learning in the middle of a pandemic. To accomplish this, we will need to purchase additional technology so that each student has their own device, which they currently do not have. We struggled through 20-21 as instructional time was lost due to the time taken to sanitize in between users and students sharing devices. Individual devices allow for learning to continue if a student or staff member must go into quarantine. We teach students to use programs so those impacted by COVID-19 can continue to learn. These programs also monitor and assess weaknesses and strengths, therefore allowing our educators to adjust to address specific student needs. We continue to have multiple PPE needs, need supplies to clean and sanitize our schools, and plan for substitutes to continue providing in-person instruction. Purchase of Edgenuity will allow for credit recovery for those students in 6-12 grades as they will have the least amount of time to recoup any learning loss.

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

Assessments will be done to measure the success of the instructional days added. The impact on students is obtained the more the district provides additional instructional time opportunities. We know that the interaction between students and educators are the best impact on a student's educational journey as well as a key tool in delivering social and emotional learning. We will measure the number of days students are actively engaged whether they are in-person or should they have to go into quarantine due to a health order. We have baseline numbers due the various assessments taken throughout the school year. The programs we use as part of instruction delivery have assessment mechanisms in place. That data will be then be disseminated and explained to our educators to help them develop true individualized plans of study and to make adjustment to overall instruction if needed.

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

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

## Certification

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





USD	District Name	Data as of
234	Fort Scott	11/28/22

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
234-1-001-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Was originally approved for \$17076.64. Masks, PPE, and sanitizer for students to prevent the spread of COVID 19.	\$ 5,978	\$ 296	\$ 5,682	\$ -	\$ -	89 1000 610 000 003	Change Request: previously approved for \$296 SFY 2021, \$10,000 SFY 2022 and \$8,178 SFY 2023
234-1-002-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Was originally approved for \$76521.00: Hourly pay related to paying certified staff for professional development outside of contract hours to assess and address learning loss of students related to COVID 19. 165 staff for 7 hours - 5 days. Staff PreK-12 will be trained on PLC, FastBridge Training (Screener Program), Differentiation, Technology Intergration, Social Emotional Learning, Structured Phonics Training, and Eureka Math all towards helping teachers prepare, plan, and modify practices to provide increased instructional value.	\$ 3,261	\$ -	\$ 3,261	\$ -	\$ -	89 2213 115 000 003	Change Request: Previously approved for \$76,521 SFY 2022
234-1-003-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Was originally approved for \$5936.00: Payroll taxes related to paying certified staff for professional development outside of contract hours to assess and address learning loss of students related to COVID 19. 165 staff for 7 hours - 5 days. Staff PreK-12 will be trained on PLC, FastBridge Training (Screener Program), Differentiation, Technology Intergration, Social Emotional Learning, Structured Phonics Training, and Eureka Math all towards helping teachers prepare, plan, and modify practices to provide increased instructional value.	\$ 258	\$ -	\$ 258	\$ -	\$ -	89 2213 221 000 003	Change Request: Previously approved for \$5,936 SFY 2022
234-1-004-20221213	Eligible	Direct Allocation	Maintenance of Buildings	Disposal Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request: Was originally approved for \$1390.00: Increase in disposable trash such as masks and wipes related to COVID 19.	\$ 650	\$ 348	\$ 302	\$ -	\$ -	89 2620 421 000 007	Change Request: Was originally approved for \$348 SFY 2022 and \$1,042 SFY 2023
234-1-005-20221213	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request: Originally approved for \$4108.43: Gloves and additional cleaning supplies to clean and sanitize buildings from COVID 19.	\$ 2,793	\$ 1,675	\$ 1,118	\$ -	\$ -	89 2620 610 000 007	Change Request: Was originally approved for \$1,675 SFY 2022 and \$1,325 SFY 2023 and \$1,108 SFY 2024
234-1-006-20221213	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Originally approved for \$104,100.00. Educational Software to allow LEA students to work in-person or while in temporary remote status due to COVID 19. Software (Zoom) (\$1,890) allows teachers to record sessions so that students can replay lessons should they need additional learning opportunities. LanSchool software (\$10,554) to provide proper security and monitoring of student devices. Edgenuity Inc platform (\$86,316) which is to allow additional learning opportunities and credit recovery to address learning loss due to COVID 19.	\$ 97,473	\$ 88,466	\$ 5,395	\$ 3,613	\$ -	89 1000 653 000 009	Change Request: Was originally approved for \$98,760 SFY 2022 and \$5,340 SFY 2023

234-1-007-20221213	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Order: Originally approved for \$56,224.00. Additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitation of devices from COVID19 (FY22 - Desktops - 47 at \$817 and 31 at \$575) to establish learning labs for intervention help. This will allow for continuity of learning during temporary periods of remote learning due to COVID 19 and program learning while on site.	\$ 56,210	\$ -	\$ 56,210	\$ -	\$ -	89 1000 736 000 009	Approved at 7/13/2021 State Board Meeting.
234-1-008-20221213	Eligible	Direct Allocation	Instruction-Related Technology	Full-Time Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Originally approved for \$57,830.00. Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 10,547	\$ -	\$ -	\$ 10,547	\$ -	89 2230 121 000 009	Change Request: Was originally approved for \$27,830 SFY 2022 and \$30,000 SFY 2023
234-1-009-20221213	Eligible	Direct Allocation	Instruction-Related Technology	Temporary Salaries for Non-Certified Staff	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Originally approved for \$4264.27.00. Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 4,264	\$ 1,591	\$ 2,673	\$ -	\$ -	89 2230 125 000 009	Change Request: Previously approved for \$1,740 SFY 2021, \$4,640 SFY 2022 and \$4,500 SFY 2023
234-1-010-20221213	Eligible	Direct Allocation	Instruction-Related Technology	Group Insurance	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Originally approved for \$11688.52: Insurance - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 1,908	\$ -	\$ -	\$ 1,908	\$ -	89 2230 210 000 009	Change Request: Previously approved for \$5,725 SFY 2022 and \$5,964 SFY 2023
234-1-011-20221213	Eligible	Direct Allocation	Instruction-Related Technology	FICA - Employer's Contribution	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Originally approved for \$1128.60. FICA - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 1,129	\$ 122	\$ 205	\$ 802	\$ -	89 2230 221 000 009	Change Request: Previously approved for \$133 SFY 2021, \$2,465 SFY 2022 and \$2,639 SFY 2023
234-1-012-20221213	Eligible	Direct Allocation	Instruction-Related Technology	Unemployment Compensation	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Originally approved for \$756.50: SUTA - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 30	\$ 2	\$ 3	\$ 25	\$ -	89 2230 260 000 009	Change Request: Previously approved for \$22 SFY 2021, \$355 SFY 2022 and \$380 SFY 2023
234-1-013-20221213	Eligible	Direct Allocation	Instruction-Related Technology	Other Employee Benefits	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Originally approved for \$840.00. Match Plan - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 105	\$ -	\$ -	\$ 105	\$ -	89 2230 291 000 009	Change Request: Previously approved for \$300 SFY 2022 and \$540 SFY 2023

234-1-014-20221213	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Change Request: Originally approved for \$55688.00: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. There will be 19 certified staff that will be working outside of their contract. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 47,887	\$ -	\$ 27,688	\$ 20,199	\$ -	89 1000 115 000 011	Change Request: Previously approved for \$27,688 SFY 2022 and \$28,000 SFY 2023
234-1-015-20221213	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Change Request: Originally approved for \$792.45. Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. There will be 6 classified staff that will be working outside of their contract. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 792	\$ -	\$ 692	\$ 100	\$ -	89 1000 125 000 011	Change Request: Previously approved for \$3,375 SFY 2022
234-1-016-20221213	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Change Request: Originally approved for \$3729.75: FICA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 3,730	\$ -	\$ 2,174	\$ 1,556	\$ -	89 1000 221 000 011	Change Request: Previously approved for \$2,191 SFY 2022 and \$2,468 SFY 2023
234-1-017-20221213	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request: Originally approved for \$70.00. SUTA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 76	\$ -	\$ 27	\$ 50	\$ -	89 1000 260 000 011	Approved at 12/10/2021 State Board Meeting.
234-1-018-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request: Originally approved for \$1810.00: Classroom instructional supplies for additional summer learning opportunities for students to address loss of learning due to COVID 19. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding. Items will be purchased for individual use to prevent spread of COVID 19 to include, but not limited to crayons, pencils, dry erase markers, glue, paper supplies, and facial tissues.	\$ 2,158	\$ -	\$ 1,361	\$ 797	\$ -	89 1000 610 000 011	Change Request: Previously approved for \$1,810 SFY 2022
234-1-019-20221213	Eligible	Direct Allocation	Vehicle Operation	Temporary Salaries for Non-Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Change Request: Originally approved for \$8808.00. Transportation salaries - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. 400 students have been extended additional summer learning opportunities.	\$ 8,950	\$ -	\$ 4,330	\$ 4,620	\$ -	89 2710 125 000 011	Approved at 12/10/2021 State Board Meeting.

234-1-020-20221213	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Change Request: Originally approved for \$666.50: Transportation FICA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities.	\$ 685	\$ -	\$ 332	\$ 353	\$ -	89 2710 221 000 011	Approved at 12/10/2021 State Board Meeting.
234-1-021-20221213	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request: Originally approved for \$11.00: Transportation SUTA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities.	\$ 15	\$ -	\$ 4	\$ 11	\$ -	89 2710 260 000 011	Approved at 12/10/2021 State Board Meeting.
234-1-022-20221213	Eligible	Direct Allocation	Vehicle Operation	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request: Originally approved for \$1310.00: Transportation Fuel - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities.	\$ 1,488	\$ -	\$ 609	\$ 879	\$ -	89 2710 610 000 011	Approved at 12/10/2021 State Board Meeting.
234-1-023-20221213	Eligible	Direct Allocation	Nursing Services	Student Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$122,500.00: Contracted with local health agency to have a full-time nurse at the high school level to prevent and respond to coronavirus student cases.	\$ 73,500	\$ 24,500	\$ 49,000	\$ -	\$ -	89 2134 323 000 016	Change Request: Previously approved for \$24,500 SFY 2021, \$49,000 SFY 2022 and \$49,000 SFY 2023
234-1-024-20221213	Eligible	Direct Allocation	Support Services - General Administration	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. Building level staff, including administrators and secretaries. 22 Lenovo docking stations at \$260.	\$ 5,720	\$ 5,720	\$ -	\$ -	\$ -	89 2300 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-025-20221213	Eligible	Direct Allocation	Central Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo docking stations at \$260. District level staff to include directors, payroll, and purchasing.	\$ 1,560	\$ 1,560	\$ -	\$ -	\$ -	89 2500 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-026-20221213	Eligible	Direct Allocation	Maintenance of Buildings	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$3,580.00: Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning.	\$ 461	\$ 307	\$ 153	\$ -	\$ -	89 2620 125 000 016	Change Request: Previously approved for \$1,080 SFY 2021, and \$2,500 SFY2023

234-1-027-20221213	Eligible	Direct Allocation	Maintenance of Buildings	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$274.25: FICA - Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning.	\$ 79	\$ 24	\$ 55	\$ -	\$ -	89 2620 221 000 016	Approved at 12/10/2021 State Board Meeting.
234-1-028-20221213	Eligible	Direct Allocation	Maintenance of Buildings	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$29.50: SUTA - Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning.	\$ 1	\$ 0	\$ 1	\$ -	\$ -	89 2620 260 000 016	Approved at 12/10/2021 State Board Meeting.
234-1-029-20221213	Eligible	Direct Allocation	Maintenance of Buildings	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo docking stations at \$260.	\$ 1,560	\$ 1,560	\$ -	\$ -	\$ -	89 2620 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-030-20221213	Eligible	Direct Allocation	Vehicle Operation	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 2 Lenovo docking stations at \$260. Student transportation staffing.	\$ 520	\$ 520	\$ -	\$ -	\$ -	89 2710 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-031-20221213	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 1 Lenovo docking station at \$260. Food service administration.	\$ 260	\$ 260	\$ -	\$ -	\$ -	89 3120 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-032-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Change Request: Originally approved for \$4,000. Connecting families with community resources for those disengaged due to COVID 19, specifically to address the unique needs of low-income students. This will help address basic needs of these students that prevent or discourage them from coming to school. Supplies to include lice kits, essential clothing, nursing supplies, and classroom supplies.	\$ 260	\$ -	\$ 260	\$ -	\$ -	89 1000 610 000 004	Change Request: Originally approved for \$4,000 SFY 2022

234-1-033-20221213	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Reimbursement for additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitation of devices from COVID19 and to allow for instructions to remain in-person. (FY21 - 882 Dell laptops at \$330, 179 Lenovo ThinkPad at \$1400). This allowed for continuity of learning during temporary periods of remote learning due to COVID 19 and enabled us to say in-person..	\$ 541,660	\$ 541,660	\$ -	\$ -	\$ -	89 1000 736 000 009	Approved at 7/13/2021 State Board Meeting.
234-1-034-20221213	Eligible	Direct Allocation	Support Services - General Administration	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. Building level staff, including administrators and secretaries. 22 Lenovo laptops at \$1400.	\$ 30,800	\$ 30,800	\$ -	\$ -	\$ -	89 2300 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-035-20221213	Eligible	Direct Allocation	Central Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo laptops at \$1400. District level staff to include directors, payroll, and purchasing.	\$ 8,400	\$ 8,400	\$ -	\$ -	\$ -	89 2500 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-036-20221213	Eligible	Direct Allocation	Maintenance of Buildings	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo laptops at \$1400. HVAC, custodial supervision, and operation of buildings.	\$ 8,400	\$ 8,400	\$ -	\$ -	\$ -	89 2620 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-037-20221213	Eligible	Direct Allocation	Vehicle Operation	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 2 Lenovo laptops at \$1400. Student transportation staffing.	\$ 2,800	\$ 2,800	\$ -	\$ -	\$ -	89 2710 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-038-20221213	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 1 Lenovo laptop at \$1400. Food service administration.	\$ 1,400	\$ 1,400	\$ -	\$ -	\$ -	89 3120 736 000 016	Approved at 7/13/2021 State Board Meeting.
234-1-039-20221213	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitation of devices from COVID19 and to allow for instructions to remain in-person. (FY21 - 609 Apple iPads at \$294, 179 Lenovo Docking Stations at \$260).	\$ 225,586	\$ 225,586	\$ -	\$ -	\$ -	89 1000 736 000 009	Approved at 7/13/2021 State Board Meeting.

234-1-040-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Originally approved for \$4618.58: Certified Staff attending professional development to help address student learning loss attributed to COVID19.	\$ 20,445	\$ -	\$ 20,445	\$ -	\$ -	89 2213 115 000 003	Change Request: Originally approved for \$4619 SFY 2022
234-1-041-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Originally approved for \$353.32: FICA on Certified Staff attending professional development to help address student learning loss attributed to COVID19.	\$ 1,618	\$ -	\$ 1,618	\$ -	\$ -	89 2213 221 000 003	Change Request: Originally approved for \$353 SFY 2022
234-1-042-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Originally approved for \$46.19: SUTA on for Certified Staff attending professional development to help address student learning loss attributed to COVID19.	\$ 52	\$ -	\$ 52	\$ -	\$ -	89 2213 260 000 003	Approved at 12/10/2021 State Board Meeting.
234-1-043-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	Out-of-District Travel	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Originally approved for \$31,909 for PLC Conference for 19 staff, including administrators and certified staff, for professional development to help address student learning loss attributed to COVID19. Expanded this to include all staff	\$ 141,327	\$ -	\$ 141,327	\$ -	\$ -	89 2213 582 000 003	Change Request: Originally approved for \$31,909 SFY 2022
234-1-044-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Professional Development materials for PLC Summit for staff to have training for student learning loss attributed to COVID19.	\$ 2,323	\$ -	\$ 2,323	\$ -	\$ -	89 2213 610 000 003	Approved at 12/10/2021 State Board Meeting.
234-1-045-20221213	Eligible	Direct Allocation	Other Board of Education Services	Supplies-Technology Related	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Originally approved for \$3597.40. Equipment to stream board meetings in response to community requesting the need to be able to view meetings while in quarantine or isolation who are unable to attend in-person due to COVID19. This will also help facilitate conversations in regard to stakeholder input.	\$ 2,200	\$ -	\$ 2,200	\$ -	\$ -	89 2319 650 000 003	Approved at 12/10/2021 State Board Meeting.
234-1-046-20221213	Eligible	Direct Allocation	Maintenance of Buildings	Other Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request: Originally approved for: \$23242.86 2 - Sterilaser ® floor sanitizer units (\$1975 each), 3 - Nano ® mini scrubbers (\$871 each), and 2- 20" scrubbers (\$8339.93 each) to sanitize and allow greater frequency of cleaning in response to COVID19.	\$ 24,405	\$ -	\$ 24,405	\$ -	\$ -	89 2620 739 000 007	Change Request: Originally approved for: \$23243 SFT 2022
234-1-047-20221213	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	11B. Planning and implementing supplemental after-school programs	Change Request: Originally approved for \$25,410: Certified Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19.	\$ 32,739	\$ -	\$ 22,995	\$ 9,745	\$ -	89 1000 115 000 111	Change Request: Originally approved for \$25,410 SFY 2022



234-1-048-20221213	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	11B. Planning and implementing supplemental after-school programs	Change Request: Originally approved for \$13,819: Classified Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19.	\$ 17,325	\$ -	\$ 14,394	\$ 2,932	\$ -	89 1000 125 000 111	Change Request: Originally approved for \$13,819 SFY 2022
234-1-049-20221213	Eligible	Direct Allocation	Instruction	Overtime Salaries	11B. Planning and implementing supplemental after-school programs	Change Request: Originally approved for \$7253.85: Classified Staff OT Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19.	\$ 2,934	\$ -	\$ 2,673	\$ 261	\$ -	89 1000 126 000 111	Change Request: Originally approved for \$7254 SFY 2022
234-1-050-20221213	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11B. Planning and implementing supplemental after-school programs	Change Request: Originally approved for \$3555.94: FICA on Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19.	\$ 3,966	\$ -	\$ 3,066	\$ 900	\$ -	89 1000 221 300 111	Approved at 12/10/2021 State Board Meeting.
234-1-051-20221213	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Change Request: Originally approved for: \$139.45: SUTA on Staff Wages for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19.	\$ 93	\$ -	\$ 70	\$ 23	\$ -	89 1000 260 000 111	Approved at 12/10/2021 State Board Meeting.
234-1-052-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	Change Request: Originally approved for \$1000.00: Supplies for After School Programming for K-5 students (84 enrolled) to provide additional learning opportunities to make up for learning loss from the impact of COVID19.	\$ 304	\$ -	\$ 304	\$ -	\$ -	89 1000 610 000 111	Change Request: Originally approved for \$1000 SFY 2022
234-1-053-20221213	Eligible	Direct Allocation	Nursing Services	Student Services	11A. Planning and implementing summer learning or enrichment programs	Change Request: Originally approved for \$2560.00: Provide nurse during student summer learning opportunities to provide additional learning opportunities to make up for learning loss from the impact of COVID19.	\$ 2,625	\$ -	\$ 1,260	\$ 1,365	\$ -	89 2134 323 000 011	Approved at 12/10/2021 State Board Meeting.
234-1-054-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Change Request: Originally approved for \$20167.00: Additional instructional material supplies to allow for reduced sharing among students, to address SEL issues through the use of calm down boxes of supplies to encourage hands on learning, and Eureka Math® student sets to address identified learning loss due to the impact of COVID19.	\$ 10,335	\$ -	\$ 10,335	\$ -	\$ -	89 1000 610 000 012	Change Request: Originally approved for \$20167 SFY 2022
234-1-055-20221213	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Additional instructional material supplies address SEL issues through Second Step®, and literacy resources to address phonic awareness curriculum to address identified learning loss due to the impact of COVID19.	\$ 4,105	\$ -	\$ 4,105	\$ -	\$ -	89 1000 644 000 012	Approved at 12/10/2021 State Board Meeting.
234-1-056-20221213	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for	16. Other activities necessary to maintain LEA	Change Request: Originally approved for \$9800.00: Substitutes for Certified Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19.	\$ 4,653	\$ -	\$ 4,653	\$ -	\$ -	89 1000 115 000 016	Change Request: Originally approved for \$9800 SFY 2022

234-1-057-20221213	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$9800.00: Substitutes for Classified Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19.	\$ 4,450	\$ 215	\$ 4,235	\$ -	\$ -	89 1000 125 000 016	Change Request: Originally approved for \$9800 SFY 2022
234-1-058-20221213	Eligible	Direct Allocation	Instruction	Overtime Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Order: Originally approved for \$500.00: OT for Classified Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19.	\$ 72	\$ -	\$ 72	\$ -	\$ -	89 1000 126 000 016	Change Request: Originally approved for \$500 SFY 2022
234-1-059-20221213	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$1500.00: FICA on substitutes for Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19.	\$ 377	\$ 17	\$ 360	\$ -	\$ -	89 1000 221 000 016	Change Request: Originally approved for \$1,500 SFY 2022
234-1-060-20221213	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$60.00: SUTA on substitutes for Staff to allow for continuous learning when staff are in isolation or quarantine due to COVID19.	\$ 12	\$ 0	\$ 12	\$ -	\$ -	89 1000 260 000 016	Change Request: Originally approved for \$60 SFY 2022
234-1-061-20221213	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$35235.00: Additional supervision of students in the mornings before school to maintain protocols related to COVID19 in regard to social distancing.	\$ 24,911	\$ -	\$ 24,911	\$ -	\$ -	89 1000 115 000 016	Change Request: Originally approved for \$35,235 SFY 2022
234-1-062-20221213	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$2696.00: FICA related to additional supervision of students in the mornings before school to maintain protocols related to COVID19 in regard to social distancing.	\$ 2,241	\$ -	\$ 2,241	\$ -	\$ -	89 1000 221 000 016	Change Request: Originally approved for \$2,696 SFY 2022
234-1-063-20221213	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$106.00: SUTA related to additional supervision of students in the mornings before school to maintain protocols related to COVID19 in regard to social distancing.	\$ 47	\$ -	\$ 47	\$ -	\$ -	89 1000 260 000 016	Change Request: Originally approved for \$106 SFY 2022
234-1-064-20221213	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$1200.00: Reimbursement for sub licenses for existing staff in order to maintain in-person learning in due to COVID19.	\$ 2,035	\$ 186	\$ 771	\$ 1,078	\$ -	89 1000 250 000 016	Change Request: Originally approved for \$600 both SFY 22 and 23

234-1-065-20221213	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$89000.00: Certified Staff: USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students have a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester. Returning staff will receive \$1000.00 in November 2022, and staff new to the district will receive \$500.00.	\$ 209,250	\$ -	\$ 78,750	\$ 130,500	\$ -	89 1000 115 000 016	Change Request: Originally approved for \$89,000 SFY2022
234-1-066-20221213	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$89000.00 Classified Staff: USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students have a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester. Returning staff will receive \$1000.00 in November 2022, and staff new to the district will receive \$500.00.	\$ 89,750	\$ -	\$ 52,250	\$ 37,500	\$ -	89 1000 125 000 016	Approved at the December 2021 State Board Meeting
234-1-067-20221213	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$13617.00: FICA - USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students have a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester. Returning staff will receive \$1000.00 in November 2022, and staff new to the district will receive \$500.00.	\$ 22,916	\$ -	\$ 10,034	\$ 12,882	\$ -	89 1000 221 000 016	Change Request: Originally approved for \$13,617 SFY 2022
234-1-068-20221213	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$534.00: SUTA - USD 234 seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to the education sector. Retention amount will be based upon number of days worked to encourage regular attendance of staff as there is value in students have a full-time teacher or support staff supporting them in their education. Distribution will be on the January 2022 payroll based upon current employees and days worked in first semester. Returning staff will receive \$1000 in November 2022, and staff new to the district will receive \$500.00.	\$ 1,110	\$ -	\$ 521	\$ 589	\$ -	89 1000 260 000 016	Change Request: Originally approved for \$534 SFY 2022

234-1-069-20221213	Eligible	Direct Allocation	Maintenance of Buildings	Overtime Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$3500.00. Overtime salaries for janitorial staff to maintain enhanced cleaning protocols due to COVID19. We are having difficulties due to labor shortages in getting substitutes to cover these hours.	\$ 647	\$ -	\$ 647	\$ -	\$ -	89 2620 126 000 016	Change Request: Originally approved for \$2,000 SFY 2022 and \$1,500 2023
234-1-070-20221213	Eligible	Direct Allocation	Vehicle Operation	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$250.00: Substitutes for when drivers are in quarantine or isolation due to COVID19 to continue providing necessary student transportation.	\$ 80	\$ -	\$ 80	\$ -	\$ -	89 2710 125 000 016	Approved at the December 2021 State Board Meeting
234-1-071-20221213	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$19.13: FICA on substitutes for when drivers are in quarantine or isolation due to COVID19 to continue providing necessary student transportation.	\$ 6	\$ -	\$ 6	\$ -	\$ -	89 2710 221 000 016	Approved at the December 2021 State Board Meeting
234-1-072-20221213	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for \$0.75: SUTA on substitutes for when drivers are in quarantine or isolation due to COVID19 to continue providing necessary student transportation.	\$ 0	\$ -	\$ 0	\$ -	\$ -	89 2710 260 000 016	Approved at the December 2021 State Board Meeting
234-1-073-20221213	Eligible	Direct Allocation	Instruction	Group Insurance	11B. Planning and implementing supplemental after-school programs	New item: Board fringe related to providing after-school programming to provide additional opportunities for students to help with gaps from learning loss due to COVID.	\$ 954	\$ -	\$ -	\$ 954	\$ -	89 1000 210 300 111	New Line Item
234-1-074-20221213	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	New item: Board fringe match related to providing after-school programming to provide additional opportunities for students to help with gaps from learning loss	\$ 35	\$ -	\$ -	\$ 35	\$ -	89 1000 291 300 111	New Line Item
234-1-075-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	Temporary Salaries for Non-Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	New item: Transportation for travel to PLC conferences to provide professional development to certified and administrator staff to address learning loss related to COVID.	\$ 727	\$ -	\$ -	\$ 727	\$ -	89 2213 125 000 803	New Line Item

234-1-076-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New item: supplies to protect purchased devices to extend life of technology devices. These devices allow the students to take the devices with them should they have to quarantine or be out of school due to COVID 19. 1200 devices to address middle school and high school students.	\$ 31,200	\$ -	\$ -	\$ 31,200	\$ -	89 1000 610 000 003	New Line Item
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**Kansas CommonApp (2020)**

3527-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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# 378\_Riley County\_ESSER II Plan\_1101

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Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	UNIFIED SCHOOL DIST NO 378
<b>Applicant / Mailing Address</b>	
	PO Box 326; 204 W. Kansas Riley, KS 66531
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Sandy Glessner
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	sandyglessner@usd378.org
<b>Applicant / Phone Number</b>	785-485-4000

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

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

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Application details

More information, FAQs, and supplemental materials can be found on the Kansas Children's Cabinet and Trust Fund's [ECBG - FY24 webpage](#)

Full District Name Riley County School District No 378

District Number 378

Mailing Address | Street Address PO Box 326; 204 W. Kansas

Mailing | City Riley

Mailing Address | Zip Code 66531

Authorized Representative of the District | Name Sandy Glessner

Authorized Representative of the District | Position or Title Treasurer

Authorized Representative of the District | Email Address sandyglessner@usd378.org

Authorized Representative of the District | Phone Number +17854854000

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 has had an impact on our student learning. We continue to evaluate and test our students in an effort to help them achieve their grade level.

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

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

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

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.  
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

Our plan is to provide additional training for our faculty that will assist them with student learning. We plan on purchasing software and hardware that will assist the student achieve grade level work.

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

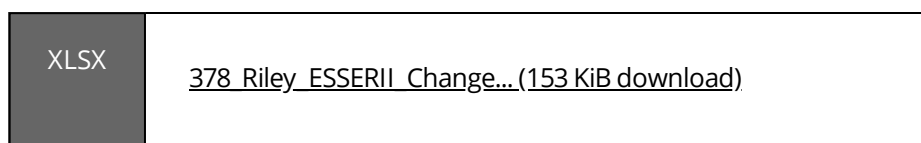
We continually test our students to evaluate what level each student is at.

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



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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

transaction by any federal department or agency.

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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



USD	District Name	Data as of
378	Riley County	11/7/2022

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
378-1-001-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change - Additional supplies need to be purchased to protect students, faculty, staff and visitors as we continue to have a few COVID cases; Purchase supplies for students, staff and visitors (mask, hand sanitizer, wipes, etc); hand dryers	\$ 12,407	\$ -	\$ 7,500	\$ 4,907	\$ -	73250	Change Request: Previously approved for \$7,500 SFY 2022
378-1-002-20221213	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase supplies for our current equipment	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	73650	Approved at the 8/10/2021 State Board Meeting
378-1-003-20221213	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Change - Before/After School Program; Jump Start with transportation; Summer School	\$ 48,500	\$ -	\$ 48,500	\$ -	\$ -	73050	Approved at the 4/12/2022 State Board Meeting
378-1-004-20221213	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Before/After School Program; Jump Start with transportation; Summer School	\$ 10,580	\$ -	\$ 10,580	\$ -	\$ -	73100	Change Request: Previously approved for \$11,250 SFY 2022
378-1-005-20221213	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Change - Before/After School Program; Jump Start with transportation; Summer School	\$ 1,775	\$ -	\$ 1,775	\$ -	\$ -	73510	Change Request: Previously approved for \$114,000 SFY 2022

378-1-006-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	Change - Before/After School Program; Jump Start with transportation; Summer School	\$ 2,675	\$ -	\$ 2,675	\$ -	\$ -	73300	Approved at the 4/12/2022 State Board Meeting
378-1-007-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Change - Additional Remedial Math software for Grades 2-10 and diagnostic reading software need to be purchased to assist students that require additional assistance; Change - Purchase Professional Services for Research based staff development and materials	\$ 34,584	\$ -	\$ 15,057	\$ 19,527	\$ -	73300	Change Request: Previously approved for \$40,750 SFY 2022
378-1-008-20221213	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11B. Planning and implementing supplemental after-school programs	Change - Transportation vehicle gas	\$ 4,175	\$ -	\$ 4,175	\$ -	\$ -	73610	Approved at the 4/12/2022 State Board Meeting
378-1-009-20221213	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change - Additional Curriculum services for TSS are needed to help our faculty work with students; Change - USD 378 Riley County Public Schools, in a necessary effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER (II) funds to provide a reasonable, one-time \$1,000 Premium pay incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation total 95. This premium pay incentive will be paid on May 27, 2022.	\$ 116,650	\$ -	\$ 92,650	\$ 24,000	\$ -	73200	Change Request: Previously approved for \$92,650 SFY 2022
378-1-010-20221213	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New - Purchase additional Chromebooks to assist individual student learning needs.	\$ 21,148	\$ -	\$ -	\$ 21,148	\$ -	73350	New Line Item.

**Kansas CommonApp (2020)**

3528-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



PdvmZgRA

# 405\_Lyons-ESSER II Change\_110222

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** USD 405 - Lyons

**Applicant / Mailing Address**

800 S Workman  
Lyons, KS 67554

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

**Applicant / Email Address of Owner, CEO, or Executive Director** bday@usd405.com

**Applicant / Phone Number** 6202575196

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)** 48-0726024

**Applicant / Website Address (if applicable)** USD405.com

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

Unified School District 405 will be accountable for providing a balanced quality education in a positive environment where each student will develop into a self-reliant, life-long learner, with the ability to meet society's challenges.

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## Application details

More information, FAQs, and supplemental materials can be found on the Kansas Children's Cabinet and Trust Fund's [ECBG - FY24 webpage](#)

Full District Name Unified School District #405-Lyons

District Number 405

Mailing Address | Street Address 800 S Workman

Mailing | City Lyons

Mailing Address | Zip Code 67554

Authorized Representative of the District | Name Bill Day

Authorized Representative of the District | Position or Title Superintendent

Authorized Representative of the District | Email Address bday@usd405.com

Authorized Representative of the District | Phone Number +16202575196

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

Other District Representative 1 | Email Address jgoforth@usd405.com

Other District Representative 2 | Email Address dstrubhar@usd405.com

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

COVID created the need for many unplanned expenditures including personal protective equipment, cleaning supplies and equipment, hygiene supplies, touchless faucets and fountains, extra bus routes, Internet access hot-spots for students, and full-time substitute teachers and a full-time substitute custodian, addressing air quality issues, among other expenditures. The learning loss data for Lyons students is very similar to data from across the country. Although we were remote during the final quarter of 2020 and onsite for nearly all of 2020-21, the disruptions of the Spring shutdown, and Fall and Winter quarantines



caused much disruption in the normal ebb and ow of teaching and learning. District-wide our reading learning loss was approximately 5% and the math learning loss was approximately 10%. The impact on our special populations was varied, but in general 2-3% lower than their non-identified peers. However, where 72% of our students qualify for free (469 students) or reduced (68 students) lunches, 45% are racial minority (333 students), 20% are ESL (150 students), and 23% are SPED (169 students), the percent of our students in a special population is 90% (665 unduplicated students).

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

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

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

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

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

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

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

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

The district put together an ad-hoc committee of special education and regular education teachers, paras, classified staff, administrators, department heads, parents, and a board member to review the district's ESSER I expenditures and remaining COVID-related needs. The committee developed a priority-ordered list of recommendations for the USD 405 Board of Education to consider. The ordered list included after-school and summer school programming, remote- or hybrid-accessible curriculum, additional health and hygiene equipment, air quality issues, home-based supplies for our PAT program, additional support for our Migrant summer program, remotely available ESL language acquisition software, hot-spots for Internet access for students, substitute teacher and substitute custodian wages, FFCRA wages, mental health support for sta and students, social-emotional learning curriculum and professional development, a nurse assistant, cleaning and sanitizing the district-owned band instruments, hiring an additional teacher to help address learning loss, and air scrubbers or other type of air quality improvement devices. Other needs for which adequate funding does not exist through our regular budget or through ESSER I or ESSER II include additional air quality improvements, such as replacing non-opening windows, replacing ventilation fans, air exchanger improvements, replacing inadequate cleaning equipment, replacing carpet, adding a full-time reading recovery teacher at the elementary level, sanitizing and cleaning of district-owned band instruments, and adding cleaning and hygiene chemicals storage cabinets.

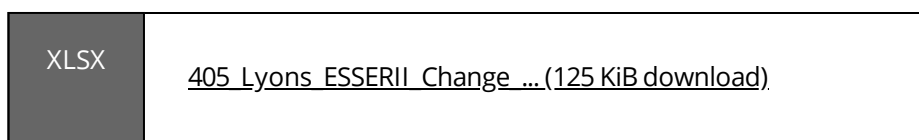
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The greatest impact will be seen in improved assessment scores by recovering a portion of the learning loss through Internet accessible curriculum, after-school programs, and summer programs. Additionally, having a clean and safe environment as well as mental health supports will create a physically and mentally healthier student body and staff with better results in multiple domains.

### **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

Bill Day

Date

11/02/2022

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

USD	District Name	Data as of
405	Lyons	11/14/2022

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
405-1-001-20221213	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	BUDGETED AMOUNTS certified salaries for after school program	\$ 8,688	\$ 6,393	\$ 2,295	\$ -	\$ -	07E10001180000261	Approved at the 6/10/2022 State Board Meeting
405-1-002-20221213	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	BUDGETED AMOUNTS classified salaries for after school program	\$ 8,772	\$ 7,523	\$ 1,249	\$ -	\$ -	07E10001210000261	Approved at the 6/10/2022 State Board Meeting
405-1-003-20221213	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	certified salaries for summer school program	\$ 3,850	\$ -	\$ 3,850	\$ -	\$ -	07E10001120000261	Approved at 2/8/2022 SB
405-1-004-20221213	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	classified salaries for summer school program	\$ 360	\$ -	\$ 360	\$ -	\$ -	07E10001200000261	Approved at 2/8/2022 SB
405-1-005-20221213	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	BUDGETED AMOUNTS substitute teacher salaries for staff quarantined/absent	\$ 32,173	\$ 17,106	\$ 15,067	\$ -	\$ -	07E10001150000261	Approved at 10/11/22 State Board meeting
405-1-006-20221213	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	BUDGETED AMOUNTS salaries for staff who do temperature checks in mornings	\$ 5,117	\$ 4,224	\$ 893	\$ -	\$ -	07E10001170000261	Approved at the 6/10/2022 State Board Meeting
405-1-007-20221213	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	BUDGETED AMOUNTS health fringe for substitute teachers/temp checkers (prorated)	\$ 7,156	\$ 3,986	\$ 3,170	\$ -	\$ -	07E10002100000261	Approved at the 6/10/2022 State Board Meeting
405-1-008-20221213	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS FICA/FICM for summer school/after school/subs and temp check salaries	\$ 7,899	\$ 3,276	\$ 4,623	\$ -	\$ -	07E10002200000261	Change Requets:Previously approved for \$3,276 SFY21 and \$2,671.46 SFY 22.

405-1-009-20221213	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS Unemployment for summer school/after school/subs and temp check salaries	\$ 103	\$ 45	\$ 58	\$ -	\$ -	07E10002500000261	Change Requets: Previously approved for \$45.00 SFY21 and \$31.35 SFY 22.
405-1-010-20221213	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	BUDGETED AMOUNTS Matching retirement for temp checkers	\$ 22	\$ 21	\$ 1	\$ -	\$ -	07E10002920000261	Approved at the 6/10/2022 State Board Meeting
405-1-011-20221213	Eligible	Direct Allocation	Instruction	Professional - Education Services	10. Providing mental health services and supports	Mental health services for students and staff	\$ 16,000	\$ -	\$ 5,333	\$ 5,333	\$ 5,334	07E10003200000261	Approved at 2/8/2022 State Board Meeting
405-1-012-20221213	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST-BUDGETED AMOUNTS software for ESL students/hot spots for students' homes	\$ 36,271	\$ 6,271	\$ 30,000	\$ -	\$ -	07E10005900000261	Change Requets: Previously approved \$6,271 SFY 21, \$30,000 SFY 22 and \$20,000 SFY 23.
405-1-013-20221213	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	BUDGETED AMOUNTS math(FY21)/reading(FY21)/social studies(FY22) curriculum to address learning loss and supplies for parents as teachers and migrant programs	\$ 11,649	\$ 3,088	\$ 8,561	\$ -	\$ -	07E10006010000261	Approved at the 6/10/2022 State Board Meeting
405-1-014-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	BUDGETED AMOUNTS supplies for summer school	\$ 1,050	\$ 62	\$ 988	\$ -	\$ -	07E10006100000261	Approved at the 10/11/2022 State Board Meeting
405-1-015-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	CHANGE REQUESTED-BUDGETED AMOUNTS cleaning & sanitizing of district-owned band instruments	\$ 28,271	\$ -	\$ 11,334	\$ 11,333	\$ 5,604	07E100061100000261	Change Request:Previously approved \$11,334 SFY 22, \$11,333 SFY 23 and \$11,333 SFY 24.
405-1-016-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	BUDGETED AMOUNTS supplies for after school program	\$ 48	\$ -	\$ 48	\$ -	\$ -	07E100061200000261	Approved at the 10/11/2022 State Board Meeting
405-1-017-20221213	Eligible	Direct Allocation	Instruction	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	BUDGETED AMOUNTS equipment, licenses, & PD for distance learning through RUS grant	\$ 1,147	\$ 1,147	\$ -	\$ -	\$ -	07E10007000000261	Approved at the 6/10/2022 State Board Meeting



405-1-018-20221213	Eligible	Direct Allocation	Health Services	Other Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	miscellaneous nurse supplies-masks/thermometers, etc.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	07E21306190000261	Approved at 2/8/2022 State Board Meeting
405-1-019-20221213	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS hiring additional custodian to assist with sanitizing, cleaning	\$ 19,293	\$ 5,544	\$ 13,749	\$ -	\$ -	07E26001220000261	Change Requets: Previously approved \$5,544 SFY 21 and \$15,763.40 SFY 22
405-1-020-20221213	Eligible	Direct Allocation	Operation & Maintenance of Plant	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS health fringe for additional custodian	\$ 4,900	\$ 244	\$ 4,656	\$ -	\$ -	07E26002100000261	Change Requets: Previously approved \$244 SFY 21 and \$5,238.38 SFY 22
405-1-021-20221213	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS FICA/FICM for additional custodian	\$ 1,517	\$ 460	\$ 1,057	\$ -	\$ -	07E26002200000261	Change Requets: Previously approved \$244 SFY 21 and \$5,238.38 SFY 22
405-1-022-20221213	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for additional custodian	\$ 20	\$ 6	\$ 14	\$ -	\$ -	07E26002500000261	Approved at 10/11/22 State Board meeting
405-1-023-20221213	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	indoor air quality study(FY21)/window replacement at Park Elementary(FY22) and Rice County Learning Center(FY21)	\$ 3,282	\$ 3,282	\$ -	\$ -	\$ -	07E26004300000261	Approved at the 6/10/2022 State Board Meeting
405-1-024-20221213	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	BUDGETED AMOUNTS FFCRA wages paid to staff who are quarantined and/or covid positive-line items vary based on individual staff	\$ 48,245	\$ 9,977	\$ 38,268	\$ -	\$ -	07E10001160000261	Approved at the 6/10/2022 State Board Meeting
405-1-025-20221213	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	time used to review student data, disaggregate it, look for patterns, determine solutions to trouble areas, set goals and create action plans; also used for training on new math curriculum as well as other software programs	\$ 17,654	\$ 9,206	\$ 8,448	\$ -	\$ -	07E10001130000261	Approved at the 6/10/2022 State Board Meeting

405-1-026-20221213	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	This is for PAT supplies so that parents will have them on hand when in-person visits cannot be made due to illness or quarantine of PAT staff or the families being served. Because families will have the supplies on hand, the PAT visits can take place virtually.	\$ 1,090	\$ 1,090	\$ -	\$ -	\$ -	07E21006100000261	Approved at the 6/10/2022 State Board Meeting
405-1-027-20221213	Eligible	Direct Allocation	Vehicle Operation	Gasoline	2. Coordination of COVID-19 preparedness and response efforts	One of our mitigation efforts is conducting the saliva test for staff and students who are close contacts to COVID positive individuals. We are 80 miles from the lab in Wichita and the specimens have to be transported daily when they are taken. When we take specimens to Wichita, this line item will cover the wages of those transporting the specimens to the lab and the fuel for the vehicles. The vehicle fuel is filled up before each trip and immediately after each trip to keep an accurate accounting of the fuel used for test specimen transport.	\$ 150	\$ -	\$ 150	\$ -	\$ -	07E27116270018261	Approved at the 6/10/2022 State Board Meeting
405-1-028-20221213	Eligible	Direct Allocation	Other Student Transportation Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	salaries for staff to take tests to Wichita-new item	\$ 269	\$ 56	\$ 213	\$ -	\$ -	06E27901210018261	Approved at the 6/10/2022 State Board Meeting
405-1-029-20221213	Eligible	Direct Allocation	Other Student Transportation Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	BUDGETED AMOUNTS FICA/FICM for salaries for test transport-new item	\$ 19	\$ 4	\$ 15	\$ -	\$ -	06E27902200018261	Approved at the 6/10/2022 State Board Meeting
405-1-030-20221213	Eligible	Direct Allocation	Other Student Transportation Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	BUDGETED AMOUNTS Unemployment for salaries for test transport-new items	\$ 0	\$ -	\$ 0	\$ -	\$ -	06E27902500018261	Approved at the 6/10/2022 State Board Meeting
405-1-031-20221213	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	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	BUDGETED AMOUNTS indoor air quality improvements	\$ 464,191	\$ -	\$ 215,641	\$ 248,550	\$ -	07E26004600000261	Approved at the 10/11/22 State Board Meeting

405-1-032-20221213	Eligible	Direct Allocation	Support Services - Instruction	Staff Travel	2. Coordination of COVID-19 preparedness and response efforts	Registration for school nurse to attend WSU nursing conference	\$ 275	\$ -	\$ 275	\$ -	\$ -	07E22005800000261	Approved at the 10/11/22 State Board Meeting
405-1-033-20221213	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW EXPENSE Covid Retention Bonus provided to employees employee in FY22 and FY23	\$ 26,500	\$ -	\$ -	\$ 26,500	\$ -	07E10001190000261	New Line Item

**Kansas CommonApp (2020)**

3524-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KpXYaxqx

# USD 410\_Durham-Hillsboro-Lehigh\_ESSER II Plan\_1028

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Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 410
<b>Applicant / Mailing Address</b>	
416 S. Date Street Hillsboro, KS 67063	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Clint Corby, Superintendent of Schools
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	usd410.esser@usd410.net
<b>Applicant / Phone Number</b>	620-947-3184

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

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

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Application details

More information, FAQs, and supplemental materials can be found on the Kansas Children's Cabinet and Trust Fund's [ECBG - FY24 webpage](#)

Full District Name	Durham-Hillsboro-Lehigh
District Number	410
Mailing Address   Street Address	416 S. Date
Mailing   City	Hillsboro
Mailing Address   Zip Code	67063
Authorized Representative of the District   Name	Clint Corby
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	clint.corby@usd410.net
Authorized Representative of the District   Phone Number	+16209473184
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	jerry.hinerman@usd410.net
Other District Representative 2   Email Address	carla.harmon@usd410.net

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

Due to the COVID-19 pandemic, we incurred significant additional expenses with the necessary supplies to increase the frequency of cleaning and sanitizing classrooms and common, high-touch areas. For student and staff health and safety purposes, we also had to purchase supplies including thermometers, masks, hand sanitizer, and other items and equipment to help with personal protection. Examples include cleaning supplies, Plexiglas barriers, and staff time to distribute and assemble these items. Learning loss was evident with those whose families elected to use virtual learning as their mode of learning. Also, due to being in a hybrid learning model at the middle/high school we were not able to dive as deep into subject matter as we did in pre-COVID years. We did not miss a day of school, but we dealt with student, staff, and administration isolations and quarantines. Our at-risk population took a big hit in the area of learning loss. The social and emotional impact on students was evident all year as they felt an uncertainty of what could happen next. We did add a social worker (partners TASN & Prairie View) to each of our buildings to help us with student anxiety.

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.

Throughout Covid there were many different issues and money could be allocated in many different ways. We chose 5 different areas

Academic Social Emotional Support Aides (Working with vulnerable populations)

Provide academic and social emotional support

We had some families that were impacted more negatively by Covid-19 than others. We hired elementary aides to help combat the learning loss that many students faced.

Cleaning Supplies/Facemasks (Purchasing supplies to sanitize)

Masks and cleaning supplies were essential items during the pandemic. These items gave us the best chance to return to school safely when Covid was being spread.

Windows (Inspection testing, maintenance, and repair)

The ability to open windows allows for improved ventilation and helps reduce virus particles from spreading. These repairs and improvements help Hillsboro middle high school reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Summer Academies/Supplies (Planning and Implementing summer learning)

We feel that by providing extended learning opportunities in the summer time we will have the ability to help students by providing new opportunities.

Professional Development for administration and teachers (Providing principals and other school leaders with resources)

Training for staff to provide mental health needs help students navigate emotions was important before the pandemic and became a more sever need after the pandemic. Giving our staff the tools to address these needs is extremely important.

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

Our goal for this project is to not only reduce the spread of COVID 19 in our Hillsboro Elementary School building but to also make it a better place to learn, work, play, and grow for students, faculty, staff, and administration there on a regular basis.

We will deterime the impact of the expenditures by seeing increased student achievement based on assessments, grades and daily attendance. If we keep our students healthy, they will succeed at a much higher rate.

## Notes on ESSER II application Excel template:

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

[410\\_Durham-Hillsboro-Lehi... \(156 KiB download\)](#)

# 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

Clint Corby

Date

10/31/2022

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

USD	District Name	Data as of
410	Durham-Hillsboro	11/7/2022

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
410-1-001-20221213	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We hired teachers during Summer 2021 and Summer 2022 to provide opportunities for students to supplement their learning due to the loss of activities/learning during COVID. NEW ITEM	\$ 11,155	\$ -	\$ 4,478	\$ 6,677	\$ -	47 E 1000 110 0000 000	New Line Item
410-1-002-20221213	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We hired elementary school aides for the 2021-2022 and 2022-2023 school years to provide social-emotional/academic support for vulnerable students impacted during COVID. NEW ITEM	\$ 62,928	\$ -	\$ 37,194	\$ 25,734	\$ -	47 E 1000 120 0000 000	New Line Item
410-1-003-20221213	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	We paid for health insurance for elementary school aides hired for the 2021-2022 and 2022-2023 school years to provide social-emotional/academic support for vulnerable students impacted during COVID (Note: No aide requested health insurance for the 2022-2023 school year). NEW ITEM	\$ 12,564	\$ -	\$ 12,564	\$ -	\$ -	47 E 1000 210 0000 000	New Line Item
410-1-004-20221213	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	We paid FICA tax for teachers hired during Summer 2021 and Summer 2022 to provide opportunities for students to supplement their learning due to the loss of activities/learning during COVID. NEW ITEM	\$ 825	\$ -	\$ 314	\$ 511	\$ -	47 E 1000 220 0000 000	New Line Item

410-1-005-20221213	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	We paid FICA tax for elementary school aides hired for the 2021-2022 and 2022-2023 school years to provide social-emotional/academic support for vulnerable students impacted during COVID. NEW ITEM	\$ 4,708	\$ -	\$ 2,739	\$ 1,969	\$ -	47 E 1000 220 0000 000	New Line Item
410-1-006-20221213	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	We paid unemployment tax for teachers hired during Summer 2021 and Summer 2022 to provide opportunities for students to supplement their learning due to the loss of activities/learning during COVID. NEW ITEM	\$ 12	\$ -	\$ 4	\$ 8	\$ -	47 E 1000 260 0000 000	New Line Item
410-1-007-20221213	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	We paid unemployment tax for elementary school aides hired for the 2021-2022 and 2022-2023 school years to provide social-emotional/academic support for vulnerable students impacted during COVID. NEW ITEM	\$ 66	\$ -	\$ 40	\$ 26	\$ -	47 E 1000 260 0000 000	New Line Item
410-1-008-20221213	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	We paid worker's compensation insurance for teachers hired during Summer 2021 and Summer 2022 to provide opportunities for students to supplement their learning due to the loss of activities/learning during COVID. NEW ITEM	\$ 35	\$ -	\$ 13	\$ 22	\$ -	47 E 1000 270 0000 000	New Line Item
410-1-009-20221213	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	We paid worker's compensation insurance for elementary school aides hired for the 2021-2022 and 2022-2023 school years to provide social-emotional/academic support for vulnerable students impacted during COVID. NEW ITEM	\$ 197	\$ -	\$ 110	\$ 87	\$ -	47 E 1000 270 0000 000	New Line Item

410-1-010-20221213	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	We purchased supplies for Summer 2021 and Summer 2022 programs to provide opportunities for students to supplement their learning due to the loss of activities/learning during COVID. NEW ITEM	\$ 1,031	\$ -	\$ 557	\$ 474	\$ -	47 E 1000 610 0000 000	New Line Item. As per district, supplies include craft/art materials, books, games etc. for themed Summer camps and interactive learning.
410-1-011-20221213	Eligible	Direct Allocation	Nursing Services	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	We purchased face masks for students, staff, and visitors to wear while in district facilities to reduce the risk of spreading COVID . NEW ITEM	\$ 1,696	\$ -	\$ 1,696	\$ -	\$ -	47 E 2134 610 0000 000	New Line Item
410-1-012-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	We provided professional development for our staff to help address increasing student mental health needs and we will provide additional training in 2022-2023. Staff was trained to help students navigate emotions. NEW ITEM	\$ 7,647	\$ -	\$ 2,497	\$ 5,150	\$ -	47 E 2213 300 0100 000	New Line Item. As per district, PD was primarily Trauma Sensitive training.
410-1-013-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	We provided professional development for our staff to help address increasing student mental health needs. Staff was trained to help students navigate emotions. NEW ITEM	\$ 1,644	\$ -	\$ 1,644	\$ -	\$ -	47 E 2213 300 0100 002	New Line Item
410-1-014-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	We provided professional development for our staff to help address increasing student mental health needs. Staff was trained to help students navigate emotions. NEW ITEM	\$ 1,645	\$ -	\$ 1,645	\$ -	\$ -	47 E 2213 300 0100 004	New Line Item

410-1-015-20221213	Eligible	Direct Allocation	Instructional Staff Training Services	Miscellaneous Supplies	3. Providing principals and other school leaders with resources to address individual school needs	We provided professional development materials for our staff to help address increasing student mental health needs. Staff was trained to help students navigate emotions. NEW ITEM	\$ 4,560	\$ -	\$ 4,560	\$ -	\$ -	47 E 2213 680 0100 002	New Line Item
410-1-016-20221213	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	We purchased surfance protect to reduce the spread of COVID. NEW ITEM	\$ 2,976	\$ -	\$ 2,976	\$ -	\$ -	47 E 2600 610 0100 000	New Line Item
410-1-017-20221213	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	We will replace windows in our middle/high school building to improve our air flow and fresh air available. The fresh air will improve our ability to prevent COVID and improve our learning environment for all those who learn and work in this building. NEW ITEM	\$ 140,926	\$ -	\$ -	\$ 140,926	\$ -	47 E 4700 450 0100 000	New Line Item. Allowable if CDC guidelines are met.

## 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	114	Riverside	581	50%	\$ 1,119,203	\$ 1,119,203	100%	\$ 1,119,203	100%	\$ 1,928
2	208	Wakeeney	357	37%	\$ 486,730	\$ 486,730	100%	\$ 486,730	100%	\$ 1,364
3	286	Chautauqua Co Community	353	64%	\$ 908,238	\$ 891,201	98%	\$ 891,201	100%	\$ 2,523
4	308	Hutchinson Public Schools	4,071	67%	\$ 8,492,960	\$ 6,661,560	78%	\$ 6,661,560	100%	\$ 1,636
5	321	Kaw Valley	1,039	35%	\$ 1,305,242	\$ 1,305,242	100%	\$ 1,305,242	100%	\$ 1,256
6	327	Ellsworth	574	30%	\$ 662,253	\$ 650,406	98%	\$ 650,406	100%	\$ 1,133
7	338	Valley Falls	380	36%	\$ 303,240	\$ 303,240	100%	\$ 303,240	100%	\$ 798
8	360	Caldwell	228	60%	\$ 454,244	\$ 454,244	100%	\$ 454,244	100%	\$ 1,990
9	371	Montezuma	186	39%	\$ 282,800	\$ 282,800	100%	\$ 282,800	100%	\$ 1,520
10	415	Hiawatha	938	48%	\$ 1,686,255	\$ 1,179,712	70%	\$ 1,179,712	100%	\$ 1,258
11	436	Caney Valley	725	43%	\$ 1,253,171	\$ 847,734	68%	\$ 847,734	100%	\$ 1,170
12	470	Arkansas City	2,674	68%	\$ 5,688,994	\$ 4,656,799	82%	\$ 4,656,799	100%	\$ 1,674
13	476	Copeland	97	60%	\$ 136,251	\$ 27,251	20%	\$ 27,251	100%	\$ 282
<b>Total</b>			<b>12,202</b>	<b>51%</b>	<b>\$ 22,779,581</b>	<b>\$ 18,866,122</b>	<b>83%</b>	<b>\$ 18,866,122</b>	<b>100%</b>	<b>\$ 1,546</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 D0114

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>
Riverside	1409 Vermont, Elwood, KS 66024	PO Box 49, Elwood, KS 66024
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
John Whetzal	jwhetzal@cyclones114.org	(913) 365-5632

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
John Whetzal	Superintendent	jwhetzal@usd114.org	(913) 365-5632
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Vicki Wyatt	vwyatt@usd114.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Terry Lance	tlance@usd114.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.usd114.org/page/21-22-covid-19-resource-page>

## 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 114 was fortunate to remain in-person learning throughout the 2020-2021 school year which was made possible in no small part by the implemented mitigating strategies to ensure that our students were able to attend school in as safe of a clean environment as possible. These efforts included a tremendous amount of collaboration between our community and the county health department. Through the regularly scheduled Zoom meetings, we were able to adopt a county-wide seamless process for testing, contact tracing, and the quarantine of students and staff. The plan we are following with ESSER III funding addresses those areas identified by our stakeholder groups in the survey that was sent out via email and social media.

ESSER I & II funds were used to continue mitigation efforts to allow students and staff to remain in school for the maximum amount of time. These funds were also used to provide additional classroom supplies and hire additional staff to help with these efforts and address learning loss with a percentage of our students. Additionally, funding was provided to all staff members through Premium Pay since the staff had to take on extra duties and responsibilities. ESSER III funds will be used to continue these efforts as well as other areas which include the addition of a route bus allowing us to add a bus route to increase social distancing on a very crowded bus, to replacing an outdated math curriculum that was needed as evidenced by our assessment scores, and a new and consistent SEL curriculum to help with increased social-emotional needs that have been exposed by the pandemic.

We continue working closely with the Doniphan County Health Department, the Kansas State Department of Education, the Kansas Department of Health and Environment, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. Riverside implemented the Test to Stay and Play testing initiative last year and will continue with this strategy to help mitigate exposure and keep students and staff in school for in-person instruction. Riverside recognizes the success of our students and faculty with this increased ability to keep our doors open by following the CDC guidelines and approved testing and contact tracing strategies. All ESSER III funds will be reviewed by our Board of Education and KSDE to ensure that all expenditures align with best practices and up-to-date safety requirements ensuring 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

In developing our ESSER III plan, we surveyed the student body to help determine their highest levels of need for pandemic-related instruction and support. The same survey was sent to all 7-12 students (a total of 265 students) The following supports received the most interest from the surveyed students:

- Offering additional extracurricular activities - 52.5%
- Facility upgrades that support health upgrades - 44.3%
- Providing additional technology for student use - 39.3%

### Families

A community/parent survey was conducted and there were 30 responses to the survey. The responses showed the most support for change regarding:

- Offering additional extracurricular activities - 56.7%
- Facility upgrades that support student health needs - 56.7%
- Additional instructional materials - 50%
- Additional student technology - 50%

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

### School and District Administrators including Special Education Administration

District Administrators and the Special Education Cooperative Director were given the same survey by the same method as mentioned previously. The three responses that were overwhelmingly the majority were:

- Facility upgrades that support student health needs - 100%
- Additional instructional materials - 100%
- Additional behavior support and interventions - 100%
- You will see that these suggestions are addressed in the plan that we have developed.

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

The staff was surveyed by the same method as mentioned above. Riverside has 51 certified teachers and there were 50 responses to the survey sent out to them. There were four that received a high percentage. Those four were:

- Additional behavior support and intervention - 64%
- Additional personnel and staff support for academic intervention - 62%
- Facility upgrades that support student health needs - 48%
- Summer learning programs - 44%

You will see that these suggestions are addressed (with the exception of Extended School Year) in the plan that we have developed.

### **Tribes**

The school database does indicate that we have a small number of students that are identified as having a Native American heritage. Therefore, we actively participated along with the other two Doniphan County superintendents and met with the tribal council. Their recommendation was to continue collaboration with their Boys & Girls Club, which meets with tribal students for tutoring sessions to remain consistent with how we are interacting and helping their children.

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

The same survey was given to the area stakeholder groups in this category for all three county school districts. The area mental health organization - KANZA was the only response to the above-mentioned survey. KANZA strongly recommended:

- Summer Learning Programs
- Tutoring
- Additional behavior support and interventions
- Expanded social and emotional support and mental health services
- After-school childcare

Of the community patrons responding to this survey, it is indeed possible that parents and/or patrons connected to possible Civil Rights Organizations, including Disability Rights Organizations, and these were included in the survey results. A thorough search of websites, social media platforms, etc. was performed and no organizations were identified that were connected to either Civil Rights or Disability Rights. The American Civil Liberties Union of Kansas was also contacted to ensure that there were no local chapters, committees, and/or groups that represented stakeholders within our district. Doniphan County Schools also contacted Kansas Action for Children through email and phone. We worked closely with our local special education cooperative (DCEC) and the county-sheltered workshop for feedback as well. Both of these groups work actively to support students with disabilities to ensure our plans meet the needs of all stakeholders.

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

In reviewing our student information system, we confirmed that we serve 127 children with disabilities, 0 English Learners, 3 children experiencing homelessness, 9 children in foster care, 0 migratory students, 0 children who are incarcerated, and 0 children who we consider underserved. Where representation in each group occurs, we have contacted the families of these students directly and asked for their feedback. Additionally, we conducted a survey and visited in conversations directly with students and family members who met the criteria for these subgroups. It was clear from these conversations and feedback from students and stakeholders that the following supports were most needed:

- K-12 Math Curriculum (Reveal)
- Cloud 9 SEL Curriculum for PreK-12
- Two certified elementary teachers
- 1.5 Reading Specialists to help recover student learning loss
- Two nursing assistants to help with contact tracing, testing, and quarantine guidelines
- One full-time substitute teacher to provide a reliable substitute in the classroom for staff members missing due to COVID-related situations
- Additional route bus for an added route to increase social distancing by reducing the number of students on an extremely crowded bus
- Updated student Chromebooks to replace older ones that were not dependable to ensure the Remote Learning process is as seamless as possible
- K-12 Math Intervention curriculum (Numbers World)
- K-12 Reading Intervention curriculum (Sunday Reading Intervention)

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

The same survey mentioned in all of the above stakeholders' groups was shared on our district and social media pages. Many community patrons, parents, staff, and students responded to the survey, which would include those parents and patrons of children with disabilities, Children Experiencing Homelessness, Children in Foster Care, Migratory Students (we have none), English Learners (we have none), Children who are Incarcerated, and underserved 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 114 began the 2021 school year with no Remote Learning option. While some students did miss extended time due to either testing positive or being identified as a close contact we were able to maintain a normal school schedule for the entire school year working alongside Doniphan County Health Department. The chronic absenteeism rate did increase dramatically but the new administration discovered that this large increase was partially due to the fact that even quarantined students in a Remote Learning situation were being counted as absent. This was rectified for the 2021-2022 school year and the percentage was dramatically reduced.

Learning loss was significant in Mathematics and ELA, particularly in Mathematics. On the annual accountability report for 2020-2021, the district was below the state average on assessment scores in Mathematics, ELA, and Science. We aggressively addressed this during the 2021-2022 school year by realigning our curriculum, overhauling the MTSS process, and purchasing an updated intervention curriculum. Also, additional certified staff were hired to decrease the teacher/student ratio, and 1.5 staff members were hired to work with the Reading Specialists to help with students lagging behind in ELA. Initial results show a dramatic turnaround in Mathematics scores and a noticeable increase in ELA scores with both being ahead of the state average in one years timeframe.

Additionally, ESSER funds were used to purchase and updated K-12 SEL (Cloud 9) curriculum that the K-12 staff overwhelmingly voted for. This updated curriculum is proving to be extremely effective and consistent through all grade levels and may be the most effective and valuable purchase that we have made with any of the ESSER funding.

**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)**

Coming out of the pandemic, we discovered that the biggest area of need and learning loss was concerning the overall district math scores. During the 2020-2021 school year, when we finally had a full year to evaluate and determine where our students were academically, the largest deficiency was found to be in math. The building and district leadership teams met multiple times to decide how to address this situation and we ended up taking three immediate steps:

- Overhaul of the middle and high school MTSS process
  - Purchase of a more intense mathematics intervention curriculum (2021-2022)
    - The staff decided that Numbers World looked to be the most effective intervention
  - Purchase of an updated and consistent K-12 mathematics curriculum to have all buildings and grade levels in the same curriculum consistently throughout their time in school (2021-2022)
    - staff decided to recommend purchasing the Reveal Math curriculum for grades K-12
- Initial assessment scores from last year are showing that these steps are having a noticeable impact on the district math scores. On the KSDE accountability report, the overall district percentage of students in levels 3&4 on the state assessment was 15.8% as compared to the state average of 27.89%. This past year, the overall percentage increased to 32.37% as compared to the state average of 30.86%. The overall district performance increased into these levels, in one year's time, 15.06%. We feel that is a dramatic change and turnaround in a very short time.

While our test scores have dramatically improved with these changes, there is still room for improvement, and learning loss is still something that has not been entirely caught up on yet. We need to continue revamping and improving interventions at the junior high and high school levels and increase the CTE classes offered to give our students more opportunities to gain real-world experience to better prepare them for life after high school and the workforce.

We also intend on using funds to continue improving the overall curriculum. We are now evaluating our Science and Social Science curriculum to see where updates are needed and improvements can be made.

Riverside will also continue using funds to pay for two certified staff teachers, one full-time substitute, one additional custodian, 1.5 Reading Specialists, and two full-time nurse assistants. Once this funding has been used, these positions will go away and we are hoping to gain as much advantage from having them here while we do.

The district and the stakeholders feel it is important to keep in-person learning in order to overcome any learning loss. To that end, we have contracted with an outside professional cleaning service to clean our restrooms and classrooms after students and staff have left for the day.

Evidence suggests that the current classroom and intervention curriculum positively impacts student learning and achievement. Given this evidence, USD 114 will purchase mathematics, mathematic intervention, reading intervention, and SEL curriculum through ESSER III funds to expedite the process of catching our students below grade levels in math and reading as quickly as possible. All of this while dealing, at the same time, with the emotional issues, behavior support, and intervention that they currently face through an updated and consistent K-12 curriculum for each. Research supporting the implementation of this program is as follows:

Gunn, Jennifer. "Long-Term Benefits of Social- Emotional Learning for at-Risk Students: Resilient Educator." ResilientEducator.com, Resilient Educator, 3 June 2019, <https://resilienteducator.com/classroom-resources/sel-at-risk-students/>.

"What Does the Research Say?" CASEL, Collaborative for Academic and Social Emotional Learning, 26 May 2022, <https://casel.org/fundamentals-of-sel/what-does-the-research-say/#:~:text=About%2090%25%20of%20elementary%20and,with%20lower%20reported%20well%2Dbeing.>

"What Does the Research Say?" CASEL, Collaborative for Academic and Social Emotional Learning, 26 May 2022, <https://casel.org/fundamentals-of-sel/what-does-the-research-say/#:~:text=About%2090%25%20of%20elementary%20and,with%20lower%20reported%20well%2Dbeing.>

"What Does the Research Say?" CASEL, Collaborative for Academic and Social Emotional Learning, 26 May 2022, <https://casel.org/fundamentals-of-sel/what-does-the-research-say/#:~:text=About%2090%25%20of%20elementary%20and,with%20lower%20reported%20well%2Dbeing.>

"What Does the Research Say?" CASEL, Collaborative for Academic and Social Emotional Learning, 26 May 2022, <https://casel.org/fundamentals-of-sel/what-does-the-research-say/#:~:text=About%2090%25%20of%20elementary%20and,with%20lower%20reported%20well%2Dbeing>. EARLY SKILLS AND PREDICTORS OF ACADEMIC SUCCESS." hanoverresearch.com, Nov. 2016, [portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/Early\\_Skills\\_and\\_Predictors\\_of\\_Academic\\_Success](http://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/Early_Skills_and_Predictors_of_Academic_Success).

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

Riverside will also continue using funds to pay for two certified staff teachers, one full-time substitute, one additional custodian, 1.5 Reading Specialists, and two full-time nurse assistants.

**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 Riverside ESSER III plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative (DCEC), staff, administration, students, and community members. The focus of our planning and the reason for collaboration with all stakeholders is to ensure we have developed an encompassing plan to address the needs of our community, staff, and most importantly...students. These conversations remain ongoing and will continue to drive our decision-making throughout this process.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,119,203	\$0	\$1,119,203	ESSER III Allocations	\$223,841
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,119,203	\$0	\$1,119,203	Amount Still Needed	\$223,841
In Review Total	\$1,119,203	\$0	\$1,119,203	In Review Total	\$394,781
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
114-3-0001	Direct	True	1000	110	15	\$211,005	Task Force Review
114-3-0002	Direct	False	1000	110	16	\$61,000	Task Force Review
114-3-0003	Direct	False	1000	115	3	\$53,360	Task Force Review
114-3-0004	Direct	False	1000	120	12	\$64,013	Task Force Review
114-3-0005	Direct	False	1000	120	16	\$41,000	Task Force Review
114-3-0006	Direct	True	1000	210	12	\$18,090	Task Force Review
114-3-0007	Direct	True	1000	210	15	\$35,840	Task Force Review
114-3-0008	Direct	False	1000	220	15	\$17,578	Task Force Review
114-3-0009	Direct	False	1000	220	12	\$5,038	Task Force Review
114-3-0010	Direct	False	1000	250	15	\$2,347	Task Force Review
114-3-0011	Direct	False	1000	250	12	\$229	Task Force Review
114-3-0012	Direct	True	1000	300	9	\$85,208	Task Force Review
114-3-0013	Direct	False	1000	590	9	\$11,234	Task Force Review
114-3-0014	Direct	False	1000	730	12	\$2,801	Task Force Review
114-3-0015	Direct	True	1000	730	9	\$28,638	Task Force Review
114-3-0016	Direct	False	1000	800	10	\$84,604	Task Force Review
114-3-0017	Direct	False	2400	800	9	\$10,494	Task Force Review
114-3-0018	Direct	False	2400	800	9	\$11,600	Task Force Review
114-3-0019	Direct	False	2600	120	3	\$80,000	Task Force Review
114-3-0020	Direct	False	2600	210	3	\$17,920	Task Force Review
114-3-0021	Direct	False	2600	220	3	\$6,120	Task Force Review
114-3-0022	Direct	False	2600	250	3	\$80	Task Force Review
114-3-0023	Direct	False	2600	210	3	\$144	Task Force Review
114-3-0024	Direct	False	2600	610	7	\$32,632	Task Force Review
114-3-0025	Direct	False	1000	730	9	\$92,000	Task Force Review
114-3-0026	Direct	True	1000	730	9	\$16,000	Task Force Review
114-3-0027	Direct	False	2710	700	13	\$105,052	Task Force Review
114-3-0028	Direct	False	2710	700	13	\$12,908	Task Force Review
114-3-0029	Direct	False	1000	730	9	\$12,268	Task Force Review

## Line Item Details

Line Item ID: 114-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Certified

**Account Number**

07-1000-110-03

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with two exceptionally large classes in particular. Our local assessment showed that the Kindergarten and 1st-grade classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The two additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these two teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$93,863
<b>Budgeted Expenditures in SFY 2024</b>	\$117,142
<b>Total Expenditures</b>	<u>\$211,005</u>

**Status**

Task Force Review

Line Item ID: 114-3-0002



**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**

Instruction

**Account Number**

07-1000-110-03

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Premium Pay for Certified Teachers. This will be \$1000 per teacher for fifty-one teachers and \$2500 for the two building administrators. This line item is not marked for the 20% 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>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$56,000
<b>Total Expenditures</b>	<u>\$61,000</u>

**Status**

Task Force Review

Line Item ID: 114-3-0003

**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 Non-Certifie3d

**Account Number**

07-1000-115-03

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**

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

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

The number of substitute teachers that regularly worked for our district dramatically decreased when the COVID-19 pandemic hit. Prior to the full-time substitute being hired, there were regular school days, due to quarantines, that we had to call off for individual classes because we did not have the available staffing or substitutes to come into the classroom. The students with learning disabilities or that were living in an unstable home environment were affected more by this situation than any other student group. Since hiring the full-time substitute, we have not had to send any students home due to being short-staffed or undermanned and these students have benefited the most from it. We will also use some of this set aside to pay for additional substitutes in the classroom(s) for staff that are under quarantine. A portion of this allocation will also be spent on substitute teachers that are subbing for staff that are unavailable to be in the classroom due to COVID-19-related reasons.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$26,680
<b>Budgeted Expenditures in SFY 2024</b>	\$26,680
<b>Total Expenditures</b>	<u>\$53,360</u>

**Status**

Task Force Review

Line Item ID: 114-3-0004

**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 II Non-Certified

**Account Number**

07-1000-120-03

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Due to the COVID-19 pandemic, we were concerned with the learning loss in our students (particularly younger students), especially in Math and Reading. We did not need a new curriculum like we did in Math but saw the need through our data that we needed to hire additional staff members. We were able to hire certified Reading Specialists to address learning loss with all of our students. These employees also spend additional time either one-on-one or in a small group setting working on reading with the groups of At-Risk and Students with Disabilities students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$28,589
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<b>Budgeted Expenditures in SFY 2024</b>	\$35,424
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<b>Total Expenditures</b>	\$64,013
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**Status**

Task Force Review

Line Item ID: 114-3-0005

**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**

Instruction

**Account Number**

07-1000-120-03

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Premium Pay for Non-Certified Staff. \$1000 per staff member for forty-one staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$41,000
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<b>Total Expenditures</b>	\$41,000
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**Status**

Task Force Review

Line Item ID: 114-3-0006

**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**

Instruction

**Account Number**

07-1000-210-03

**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**

Fringe Package for Reading Para-Professionals

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,045**Budgeted Expenditures in SFY 2024** \$9,045**Total Expenditures** \$18,090**Status**

Task Force Review

Line Item ID: 114-3-0007

**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**

Insurance

**Account Number**

07-1000-210-03

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Additional Teacher Fringe Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17,920**Budgeted Expenditures in SFY 2024** \$17,920**Total Expenditures** \$35,840**Status**

Task Force Review

Line Item ID: 114-3-0008

**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**

Employer Share of FICA

**Account Number**

07-1000-220-03

**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**

Additional Teachers Social Security Contribution

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,617
<b>Budgeted Expenditures in SFY 2024</b>	\$8,961
<b>Total Expenditures</b>	<u>\$17,578</u>

**Status**

Task Force Review

Line Item ID: 114-3-0009

**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**

Employer Share of FICA for Non-Certified

**Account Number**

07-1000-220-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

FICA for non-certified

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,519
<b>Budgeted Expenditures in SFY 2024</b>	\$2,519
<b>Total Expenditures</b>	<u>\$5,038</u>

**Status**

Task Force Review

Line Item ID: 114-3-0010

**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**

Unemployment

**Account Number**

07-1000-250-03

**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**

Additional Teachers Unemployment Contribution

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,162
<b>Budgeted Expenditures in SFY 2024</b>	\$1,185
<b>Total Expenditures</b>	<u>\$2,347</u>

**Status**

Task Force Review

Line Item ID: 114-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment

**Account Number**

07-1000-250-03

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Non-certified unemployment contributions by employer

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$112
<b>Budgeted Expenditures in SFY 2024</b>	\$117
<b>Total Expenditures</b>	<u>\$229</u>

**Status**

Task Force Review

Line Item ID: 114-3-0012

**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**

Purchased Instruction

**Account Number**

07-1000-300-03

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

All of this software was purchased initially to use in lessons in the Remote Learning setting. We had so much success with some of these programs that we are continuing their use due to their effectiveness with At-Risk students and students that are behind grade level. \$5931 is spent annually on Reflex software. Reflex is a math intervention website that is used in our Middle School for students that are struggling in the classroom, At-Risk students, and Students with Disabilities. \$978 was spent with IntraData software which allows our students to read and create book reports online, which the teacher has access to. \$3410 was spent on Soday Reading System which is the main online reading strategy and intervention system used at all grade levels. Soday is particularly used with struggling readers, At-Risk students, and Students with Disabilities. \$10,600 was spent on IXL Learning which is another in-class progress monitoring system used by classroom teachers. \$3515 was spent on BrainPop software which is an interactive Science Classroom software for students in a Remote Learning environment and also in the classroom. \$15,750 was spent on Lexia for Remote and Classroom learning in Reading for all of our students including At-Risk, Title, and Students with Disabilities. Since each of these has been so effective with student learning, all of them will be annual subscriptions moving forward. The cost breakdown for each software is in the description.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$42,391
<b>Budgeted Expenditures in SFY 2024</b>	\$42,817
<b>Total Expenditures</b>	\$85,208

**Status**

Task Force Review

Line Item ID: 114-3-0013

**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**

Other Purchased

**Account Number**

07-1000-590-03

**Function Code**

1000 - Instruction

**Object Code**590 - Inter-educational, Interagency  
Purchased Services**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Local academic and SEL testing to determine learning loss due to COVID-19 and to measure academic gains. This purchase was for Fast Bridge assessment and SEL. These are the assessments we use and administer locally to track academic progress and social-emotional health.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,617
<b>Budgeted Expenditures in SFY 2024</b>	\$5,617
<b>Total Expenditures</b>	<u>\$11,234</u>

**Status**

Task Force Review

Line Item ID: 114-3-0014

**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**

Curriculum

**Account Number**

07-1000-730-03

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

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

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

Due to the COVID-19 pandemic, it was decided to add a mandatory, stand-alone Health Class into the curriculum. We did not have an adequate curriculum for this to happen which required the purchase of a new updated one. We felt that since COVID-19 had created a worldwide health pandemic, increasing the education and awareness of our students by creating a Health class would go towards locally helping to prevent the cause and spread of the virus, through a current and updated curriculum.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,801
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,801</u>

**Status**

Task Force Review

Line Item ID: 114-3-0015



**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**

Instructional

**Account Number**

07-1000-730-03

**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**

The COVID-19 pandemic exposed the fact that all of our student devices used in school could not perform adequately in a Remote Learning or online learning environment. These were purchased so that all students had an equal and adequate learning platform from which to learn in those virtual learning situations. This would be for the purchase of twenty devices per year for a total of forty over a two-year span. The price per unit is right at \$700 apiece.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,319
<b>Budgeted Expenditures in SFY 2024</b>	\$14,319
<b>Total Expenditures</b>	<u>\$28,638</u>

**Status**

Task Force Review

Line Item ID: 114-3-0016

**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**

SEL Curriculum

**Account Number**

07-1000-730-03

**Function Code**

1000 - Instruction

**Object Code**800 - DEBT SERVICE AND  
MISCELLANEOUS**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 the Covid 19-pandemic, the district is in need of an updated, cloud-based SEL curriculum to help provide SEL education and support for all of our students but particularly the high percentage of low SES students in the district. The administration, the district counselors, and social workers overwhelmingly agreed that this curriculum was the best and most effective that they looked at for SEL learning and intervention. We have gone through this program with Kent Reed at KSDE and he is taking this curriculum through the process of approval at the appropriate levels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$84,604
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$84,604</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Additionally, ESSER funds were used to purchase and updated K-12 SEL (Cloud 9) curriculum that the K-12 staff overwhelmingly voted for. This updated curriculum is proving to be extremely effective and consistent through all grade levels and may be the most effective and valuable purchase that we have made with any of the ESSER funding."

Line Item ID: 114-3-0017

**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**

Repairs and Equipment

**Account Number**

07-2400-800-03

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

800 - DEBT SERVICE AND MISCELLANEOUS

**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 approximately 13 teacher laptops. These laptops will replace the laptops of 13 of our current staff with older and dated laptops. During the last round of Remote Learning, we learned that most of the older devices were not capable of allowing these staff member(s) to continuously conduct class effectively and uninterrupted. We are hoping to avoid this from happening again by providing them with adequate equipment should the COVID-19 pandemic spike again causing the necessity for another Remote Learning scenario.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,247
<b>Budgeted Expenditures in SFY 2024</b>	\$5,247
<b>Total Expenditures</b>	<u>\$10,494</u>

**Status**

Task Force Review

Line Item ID: 114-3-0018

**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**

Other Expenditures

**Account Number**

07-1000-700-03

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

800 - DEBT SERVICE AND MISCELLANEOUS

**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 the COVID-19 pandemic, the district has the need to constantly and instantly communicate COVID-19 related issues or concerns with as wide of a group as all patrons down to the parents of a specific class or organization. The Apptegy platform allows this to happen.

<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 ID: 114-3-0019

**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 Non-Certified

**Account Number**

07-2600-120-03

**Function Code**

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

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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**

Additional Custodian and Additional Overtime

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,000**Budgeted Expenditures in SFY 2024** \$40,000**Total Expenditures** \$80,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Riverside will also continue using funds to pay for two certified staff teachers, one full-time substitute, one additional custodian, 1.5 Reading Specialists, and two full-time nurse assistants."

Line Item ID: 114-3-0020

**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**

Insurance

**Account Number**

07-2600-210-03

**Function Code**

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

**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 for Custodian

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,960**Budgeted Expenditures in SFY 2024** \$8,960**Total Expenditures** \$17,920**Status**

Task Force Review

Line Item ID: 114-3-0021

**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**

Employer Share of FICA

**Account Number**

07-2600-220-03

**Function Code**

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

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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**

Social Security for 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>	\$3,060
<b>Budgeted Expenditures in SFY 2024</b>	\$3,060
<b>Total Expenditures</b>	\$6,120

**Status**

Task Force Review

Line Item ID: 114-3-0022

**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**

Unemployment

**Account Number**

07-2600-250-03

**Function Code**

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

**Object Code**

250 - Tuition Reimbursement

**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 for 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>	\$40
<b>Budgeted Expenditures in SFY 2024</b>	\$40
<b>Total Expenditures</b>	\$80

**Status**

Task Force Review

Line Item ID: 114-3-0023

**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**

Other

**Account Number**

07-2600-210-03

**Function Code**

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

**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**

Additional Fringe Benefits for Custodian

<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: 114-3-0024

**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**

Supplies

**Account Number**

07-2600-610-03

**Function Code**

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

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

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

\$4057 was spent with DWC Laundry LLC on custodial, cleaning, and disinfecting supplies. \$13,901 was spent with Clayton Paper and Distribution on paper, custodial supplies, cleaners, towels, and hand soap. \$14,674 was spent with Hillyard Inc., on maintenance and custodial supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,316
<b>Budgeted Expenditures in SFY 2024</b>	\$16,316
<b>Total Expenditures</b>	<u>\$32,632</u>

**Status**

Task Force Review

Line Item ID: 114-3-0025

**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**

Curriculum

**Account Number**

07-1000-730-03

**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**

During the Remote Learning period resulting from COVID-19, the district math scores dropped below state averages (as measured by the KSDE Accountability Report). Upon evaluation, it was determined that the math curriculum was outdated, not sequential, and being taught inconsistently through the grade levels. The most apparent shortfall was the lack of an online curriculum and what we did have was not as effective as we would have hoped. The K-12 staff came together and all decided that the purchase of a K-12 math curriculum addressing each of these concerns was one of the most important steps we could take. Collectively, the staff agrees to the purchase of the Reveal math curriculum in addition to a new math intervention curriculum. Assessment scores show a definite and dramatic effect, even in that short of a time period. By the same measure, overall district math scores improved levels by more than 15%. Free & Reduced students improved 8.69%. Students with Disabilities improved by an incredible 23.45%. Since the Remote Learning environment was the period that our student scores dropped dramatically, we wanted to choose a curriculum that had a strong online presence and component that was user-friendly for the teachers. Additionally, we wanted a curriculum with a strong intervention component that worked cohesively with the intervention piece that we had already purchased. We found that this curriculum was a great fit in all the areas that we needed it to be. This allows us to have a strong, updated, current, and consistent curriculum that will provide our struggling students with a stronger foundation on which to build their math knowledge.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$92,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$92,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Curriculum

**Account Number**

07-1000-730-03

**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**

During the Remote Learning period resulting from COVID-19, the district math scores dropped below state averages (as measured by the KSDE Accountability Report). Upon evaluation, it was determined that the math curriculum was outdated, not sequential, and being taught inconsistently through the grade levels. At the time, Riverside was also in need of an updated math intervention curriculum for At-Risk, Title, Students with Disabilities students behind academically, that had an online component for the Remote Learning situation. The K-12 staff came together and all decided that the purchase of a K-12 math intervention curriculum addressing each of these concerns was one of the most important steps we could take. Collectively, the staff agrees to the purchase of the Numbers World math intervention curriculum in addition to a new math curriculum. Assessment scores show a definite and dramatic effect, even in that short of a time period. By the same measure, overall district math scores improved levels by more than 15%. Free & Reduced students improved 8.69%. Students with Disabilities improved by an incredible 23.45%.

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

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Purchase of a more intense mathematics intervention curriculum (2021-2022)  
- The staff decided that Numbers World looked to be the most effective intervention"

Line Item ID: 114-3-0027



**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**

Additional Bus

**Account Number**

07-2710-700-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

This was a purchase of an additional route bus to allow social distancing required by COVID-19 to ensure the health and safety of our students and families. 2023 Thomas 71-passenger bus. In 2019-2020 Riverside had five bus routes before and after school. Two drivers with underlying health conditions quit due to COVID-19 and we were unable to hire anyone to replace them. Consequently, the number of routes was condensed and reduced from five to three for the 2020-2021 school year. This created a significant problem with close contact and disease spread due to the buses on the existing three routes being extremely crowded. We were able to hire another driver toward the end of the school year and she was able to obtain her CDL over the summer. We decided that the addition of another route was imperative to reduce the amount of time students spent on the bus being exposed and reduce the chance of being in close contact with someone that was infected. To say that we had a large amount of quarantines from the route buses due to due close contact tracing would be an understatement. The remaining route buses that we had were a 2000 and a 2001 model with high mileage and in constant need of repair. So, we as a district decided to replace these to buses that were over 20-years old with one more modern and safe bus allowing us to further spread our student body out before and after school reducing their exposure 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>	\$105,052
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$105,052</u>

**Status**

Task Force Review

Line Item ID: 114-3-0028

**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**

Bus Cameras

**Account Number**

07-2710-700-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

The COVID-19 pandemic made clear the necessity of accurate and timely contact tracing to mitigate the spread of the disease. None of the buses owned by USD 114 - Riverside have a functioning camera system on them that would allow this to happen. This purchase would allow us to accurately and quickly contact trace and quarantine allowing the maximum number of students to stay in the classroom as possible.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,908
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$12,908

**Status**

Task Force Review

Line Item ID: 114-3-0029

**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**

Instructional

**Account Number**

07-1000-730-03

**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**

Protective Cases for Student Chromebooks. Each case was approximately \$45.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,134
<b>Budgeted Expenditures in SFY 2024</b>	\$6,134
<b>Total Expenditures</b>	\$12,268

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0208

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>
Wakeeney	527 Russell Ave, WaKeeney, KS 676722108	527 Russell Ave, WaKeeney, KS 676722108
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Matt Smith	msmith@tregoeagles.com	(785) 743-2145

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Matt Smith	Superintendent	msmith@tregoeagles.com	(785) 743-2145

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Stephanie Colter	clerk@tregoeagles.com

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

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

[https://www.tregoeagles.com/354886\\_2](https://www.tregoeagles.com/354886_2)

## Use of Funds for CDC Guidance

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

The funds will support prevention and mitigation of the impact of COVID 19 utilizing CDC guidance and best practices for addressing learning loss. In our plan we provide additional staffing, and opportunities that will be used to support and provide strategies for closing academic gaps.

## Stakeholder Engagement

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

### Students

There were 195 total responses. Of the 195, we had 103 parents respond, 54 school personnel, 21 school community patrons and 17 student/group responses.

In developing the ESSER support plan, students representing various groups in USD 208 determined their highest levels of need from the loss of instruction caused by the pandemic. The survey was posted on the school twitter, facebook and district website pages as well as sent out to all parents via email as well as text message. The following were the top three that received the most interest:

1. Additional personnel support for academic intervention.
2. Additional instructional materials and resources (software, textbooks, curriculum, etc.).
3. Behavioral support and interventions.

## **Families**

There were 195 total responses. Of the 195, we had 103 parents respond, 54 school personnel, 21 school community patrons and 17 student/group responses.

In developing the ESSER support plan, parents representing various groups in USD 208 determined their highest levels of need from the loss of instruction caused by the pandemic. The survey was posted on the school twitter, facebook and district website pages as well as sent out to all parents via email as well as text message. The following were the top three that received the most interest:

1. Additional personnel support for academic intervention.
- 2a. Summer learning programs.
- 2b. After school tutoring programs.
3. Additional instructional materials and resources (software, textbooks, curriculum, etc.).

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

There were 195 total responses. Of the 195, we had 103 parents respond, 54 school personnel, 21 school community patrons and 17 student/group responses.

Our administration team has met on a regular basis to review the need of our students and staff population at both the building levels as well as the district levels at USD 208. In the meetings, we have reviewed data as well as collaborated with our local Special Education Coop to review those needs. The administration has contributed their thoughts and ideas as well as expressing the needs as we continue to expand the use of our ESSER III funds. As an administration team, we felt the following items below are the top three to focus on our ESSER III plan:

HS Needs:

1. Additional personnel support for academic interventions.
- 2a. After school tutoring programs.
- 2b. Additional behavior support and interventions.
3. Expanded outside social and emotional/mental health services.

JH/ES Needs:

1. Additional behavior support and interventions.
2. Additional personnel support for academic interventions.
3. After school tutoring.
4. Expanded outside social and emotional/mental health services.

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

There were 195 total responses. Of the 195, we had 103 parents respond, 54 school personnel (this included our teachers union results. I also sent out an email about the survey.) , 21 school community patrons and 17 student/groups responses.

In developing the ESSER support plan, staff representing various groups in USD 208 determined their highest levels of need from the loss of instruction caused by the pandemic. The survey was posted on the school twitter, facebook and district website pages as well as sent out to all staff via email. The following were the top three that received the most interest:

1. Additional personnel support for academic intervention.
- 2a. Additional behavioral support and interventions.
- 2b. Additional instructional materials and resources.
3. Summer learning and after school tutoring programs.

## **Tribes**

Although the district is unaware of any Tribal residents in the community, we do have 2 students/families who identify as Native American in our school system survey. These families had the opportunities to reply to our survey and below are the top three that received the most interest that have all been taken into consideration with ESSER III plans.

In developing the ESSER support plan, those representing various groups in USD 208 determined their highest levels of need from the loss of instruction caused by the pandemic. The survey was posted on the school twitter, facebook and district website pages as well as sent out to all parents via email as well as text message. We do not have any officially listed with a tribal affiliation, but we had two mark it on their survey. The following were the top three that received the most interest:

1. After school tutoring program.
2. Summer learning programs, Additional instructional materials and resources and Expanded outside social and emotional / mental health services.

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

I contacted the Kansas Action for Children and I have received the following two areas for recommendation: early learning and child care and nutrition.

## **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 did have 61 students/families who represented this group. These families had the opportunities to reply to our survey and below are the top three that received the most interest that have all been taken into consideration with ESSER III plans.

Children with Disabilities: In developing the ESSER support plan, parents representing various groups in USD 208 determined their highest levels of need from the loss of instruction caused by the pandemic. The survey was posted on the school twitter, facebook and district website pages as well as sent out to all parents via email as well as text message. The following were the top three that received the most interest:

1. Additional personnel support for academic intervention.
- 2a. Summer learning programs.
- 2b. After school tutoring programs.
3. Additional instructional materials and resources (software, textbooks, curriculum, etc.).

English Learners: we have zero students that are English learners.

Children experiencing homelessness: we have zero students that are children experiencing homelessness.

Children in foster care: There are two foster children in the district. In developing the ESSER support plan, parents representing various groups in USD 208 determined their highest levels of need from the loss of instruction caused by the pandemic. The survey was posted on the school twitter, facebook and district website pages as well as sent out to all parents via email as well as text message. The following were the top three that received the most interest:

- 1a. Additional behavioral support and interventions.
- 1b. Expanded outside social and emotional / mental health services.
- 2a. After school tutoring programs.
- 2b. Expanded school health office personnel hours for health, safety and support of the student body.

Migratory students: we have zero students that are migratory students.

Children who are incarcerated: we have zero students that are incarcerated.

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

There were 195 total responses. Of the 195, we had 103 parents respond, 54 school personnel, 21 school community patrons and 17 student/groups responses.

In developing the ESSER support plan, patrons representing various groups in USD 208 determined their highest levels of need from the loss of instruction caused by the pandemic. The survey was posted on the school twitter, facebook and district website pages. The following were the top three that received the most interest:

1. Additional personnel support for academic intervention.
- 2a. Summer learning programs.
- 2b. After school tutoring programs.
3. Additional instructional materials and resources (software, textbooks, curriculum, 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.**

USD 208 has approximately 404 students PreK-12 enrolled in the two buildings in the district (PK-8 TGS/TJH and 9-12 TCHS). These students left for Spring Break in March 2020, and did not return to finish the 2019-20 school year in person. While we continued to offer our students educational opportunities through remote learning, this did not meet the needs of all students. The start of the 2020-21 and 2021-22 school year started on time but has had its own challenges with both students and staff being sick and/or out on quarantine contributing to low attendance rates (2021-2022 saw chronic attendance decrease), chronic absenteeism, learning loss, and disengagement. This can be seen on our accountability report posted by KSDE ([https://datacentral.ksde.org/acct\\_rpt.aspx](https://datacentral.ksde.org/acct_rpt.aspx)) (search USD 208).

This is a comparison of the different years when comparing our chronic absenteeism rate.

2018-2019

Grade EOYA Head Count Chron Absent Count Chron Absent Rate

K 34 6 17.65

Grade 1 26 1 3.85

Grade 2 28 0 0.00

Grade 3 17 3 17.65

Grade 4 45 3 6.67

Grade 5 31 2 6.45

Grade 6 21 2 9.52

Grade 7 31 4 12.90

Grade 8 39 5 12.82

Grade 9 33 3 9.09

Grade 10 24 3 12.50

Grade 11 32 1 3.13

Grade 12 29 3 10.34

Total 390 36 9.23

2019-2020

Grade EOYA Head Count Chron Absent Count Chron Absent Rate

K 28 4 14.29

Grade 1 35 4 11.43

Grade 2 25 0 0.00

Grade 3 32 5 15.63

Grade 4 14 0 0.00

Grade 5 46 10 21.74

Grade 6 31 4 12.90

Grade 7 25 3 12.00

Grade 8 28 6 21.43

Grade 9 38 6 15.79

Grade 10 31 6 19.35  
Grade 11 21 5 23.81  
Grade 12 34 6 17.65  
Total 388 59 15.21

2020-2021

Grade EOYA Head Count Chron Absent Count Chron Absent Rate

K 37 5 13.51

Grade 1 20 1 5.00

Grade 2 36 2 5.56

Grade 3 26 1 3.85

Grade 4 28 2 7.14

Grade 5 13 0 0.00

Grade 6 45 7 15.56

Grade 7 29 5 17.24

Grade 8 23 2 8.70

Grade 9 28 9 32.14

Grade 10 37 12 32.43

Grade 11 28 8 28.57

Grade 12 22 10 45.45

Total 372 64 17.20

2021-2022

Grade EOYA Head Count Chron Absent Count Chron Absent Rate

K 29 1 3.45

Grade 1 31 2 6.45

Grade 2 19 1 5.26

Grade 3 35 2 5.71

Grade 4 28 0 0.00

Grade 5 25 1 4.00

Grade 6 12 0 0.00

Grade 7 43 5 11.63

Grade 8 25 2 8.00

Grade 9 23 7 30.43

Grade 10 26 5 19.23

Grade 11 37 13 35.14

Grade 12 27 4 14.81

Total 360 43 11.94

This is a comparison of our state assessment results that shows a loss in learning with more of our students being in levels 1 and 2 as compared to the state.

Math

School Year Organization Level Grade Code Grade Total Level 1 (n) Level 1 (%) Level 2 (n) Level 2 (%)

2021-2022 USD 208 18 All 168 62 36.9 82 48.8

State of KS 18 All 206110 66376 32.2 76088 36.91

2020-2021 USD 208 18 All 194 66 34.02 88 45.36

State of KS 18 All 229446 78836 34.35 86607 37.74

2019-2020 USD 208 NA NA NA NA NA NA NA

COVID State of KS NA NA NA NA NA NA NA

2018-2019 USD 208 18 All 199 49 24.62 95 47.73

State of KS 18 All 249783 70673 28.29 97555 39.05

2017-2018 USD 208 18 All 216 45 20.83 102 47.22

State of KS 18 All 248667 72694 29.23 94243 37.89

2016-2017 USD 208 18 All 194 41 21.13 93 47.93

State of KS 18 All 252219 70052 27.77 94603 37.5



2015-2016 USD 208 18 All 201 49 24.37 86 42.78  
State of KS 18 All 249095 68231 27.39 95698 38.41

ELA  
School Year Organization Level Grade Code Grade Total Level 1 (n) Level 1 (%) Level 2 (n) Level 2 (%)  
2021-2022 USD 208 18 All 192 62 32.29 71 36.97  
State of KS 18 All 239492 81294 33.94 81315 33.95  
2020-2021 USD 208 18 All 196 57 29.08 72 36.73  
State of KS 18 All 224636 68075 30.3 77566 34.52  
2019-2020 USD 208 NA NA NA NA NA NA NA  
COVID State of KS NA NA NA NA NA NA NA  
2018-2019 USD 208 18 All 199 58 29.14 63 31.65  
State of KS 18 All 248930 73331 29.45 84518 33.95  
2017-2018 USD 208 18 All 217 59 27.18 90 41.47  
State of KS 18 All 247490 72190 29.16 84060 33.96  
2016-2017 USD 208 18 All 194 54 27.83 63 32.47  
State of KS 18 All 252412 69085 27.36 85157 33.73  
2015-2016 USD 208 18 All 201 46 22.88 76 37.81  
State of KS 18 All 249008 60690 24.37 86063 34.56

1. The emerging evidence shows that the pandemic has negatively affected academic growth, widening pre-existing disparities in our core subjects like math and reading.
2. The pandemic appears to have deepened the impact of disparities in access and opportunity facing many students in our schools, including technological (phones among other technologies) and other barriers that make it harder for students to stay engaged.
3. For many students with disabilities, the pandemic has significantly disrupted the education and related aids and services needed to support their academic progress and prevent regression. There are signs that those disruptions may be exacerbating longstanding disability-based disparities in academic achievement. We see this with the number of special education positions open in the state currently along with the funding issues each district faces.
4. Nearly all students have experienced some challenges to their mental health and well-being during the pandemic. We continue to try and offer support to the students on their mental and emotional needs.
5. Teachers continue to put forth extra work to try and catch students up to grade level. As time passes, we continue to see a greater workload placed on our teachers. This has led to many problems in our own state with just over 1,600 teaching positions not filled for one reason or 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)**

Over 20% of our ESSER III funds will address the academic impact of lost instruction time by utilizing our tiered systems of support in our two buildings (TGS and TCHS). Below you will see the list as to what our 20% will be used for.

A. Looking at our needs, our instructional coach/reading specialist are our greatest needs. Ins Coach/Reading/Title I Teacher: hire an instructional coach/reading/title I teacher who works with and supports teachers in the identification, development, and aligned implementation of effective, impactful, evidence-based instructional practices, interventions, benchmarking and progress monitoring for tier 2 and tier 3 students, this includes students with IEPs who were impacted by the learning loss form the pandemic. This includes benefits and employer costs.

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Every-Student-Succeeds-Act-ESSA>

B. Reading Supplemental used as evidence based program to address learning loss due to the pandemic for students identified in tiers 2 and 3, this includes students with IEPs.

<https://www.95percentgroup.com/evidence-research/efficacy-studies>

C. Math Supplemental used as evidence based program to address learning loss due to the pandemic for students identified in tiers 2 and 3, this includes students with IEPs. Math Curriculum Tier 2 and 3, including students on IEPs and for the process to support evidence based practices that were most impacted by the pandemic.

<https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>

D. Teacher PD Summer Activity: for staff during the school year and the summer to provide continued evidence based professional development, included but not limited to STEAM, for teachers to have a direct impact on the staff and students that were most impacted by the pandemic.

<https://slejournal.springeropen.com/articles/10.1186/s40561-020-00132-9>

<https://pce.sandiego.edu/8-reasons-why-professional-development-is-critical-for-teachers/>

E. Technology: Providing principals and other school leaders with resources to address individual needs. iPads, LapTops, Document Cameras, Hot spots, Projectors, Smart Boards.

G. LETRS/MTSS PD: Salaries to help pay for learning loss to students. The professional development will strengthen teachers' knowledge of language structure, the development of the reading brain, and how to nurture the development of foundational literacy skills such as decoding and language comprehension.

<https://www.ksde.org/Portals/0/Learning%20Services%20Documents/Curriculum%20Leaders/KS%20LETRS%20Training%20Information%20Document.pdf?ver=2022-04-08-081256-490>

J.. Additional Textbooks for our Open Court series: the purchase of additional textbooks to support student learning from evidence based resources for tier 2 and tier 3 to address the learning loss from the pandemic.

<https://www.mheducation.com/unitas/school/explore/sites/ocr/ocr-meets-top-tiers-of-essa-criteria-flyer.pdf>

K. Summer Jump Start program for 3 weeks. Additional compensation and planning and implementing summer learning or enrichment programs from evidence based resources due to learning loss from the pandemic.

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Every-Student-Succeeds-Act-ESSA>

L. Fastbridge education used as evidence based program to address learning loss due to the pandemic for students identified in tiers 2 and 3, this includes students with IEPs.

<https://www.fastbridge.org/tag/essa/>

M. Provide after school program: Additional compensation and planning and implementing after school learning or enrichment programs from evidence based resources due to learning loss from the pandemic.

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Every-Student-Succeeds-Act-ESSA>

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

Additional ESSER III funds will be used in other ways to help students continue to learn and grow from the learning loss due to the pandemic. We will also use some of the funds to help retain our highly qualified staff. Below you will see the list as to what our 80% will be used for.

A. Technology: Providing principals and other school leaders with resources to address individual needs. iPads, LapTops, Document Cameras, Hot spots, Projectors, Smart Boards.

B. Math Curriculum: Math curriculum used to enhance and help our local state assessment scores for all students, included students with IEPs that were all impacted by the pandemic.

C. Teacher incentive pay (\$900); will be give to the 36 teachers as premium pay. This 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 loos sustained due to the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

D. Para incentive pay (\$900): will be give to the 22 paras as premiumpay. This will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable studetns to receive the necessary instruction to overcome learning loos sustained due to the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

E. Retention/premium pay. This 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 loos sustained due to the pandemic.

F. Social Emotional Learning: curriculum, social emotional learning for students. These resources will be intended for all students and staff focusing on supporting the learning needs and social emotional skills.

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

The impact of ESSER III funding will be monitored through an ongoing review of our district data. Academic needs will be reviewed though the use of our FastBridge programs and the summative scores of our Kansas State Assessment. We will also continue using (after we have parental permission) our SAEBRS screeners with our students as well as the KCTC for the social emotional and academic needs. When possible, we will analyze groups separately, ensuring the needs are met for all of our students in USD 208. This will help us maintain our high graduation rate but also provide opportunities that were lost during the pandemic.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$486,730	\$0	\$486,730
Approved Total	\$0	\$0	\$0
Amount Left	\$486,730	\$0	\$486,730
In Review Total	\$486,730	\$0	\$486,730
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$97,346
Approved Total	\$0
Amount Still Needed	\$97,346
In Review Total	\$210,497
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
208-3-0001	Direct	True	1000	610	12	\$8,000	Task Force Review
208-3-0003	Direct	True	1000	110	3	\$116,697	Task Force Review
208-3-0004	Direct	False	1000	736	9	\$5,000	Task Force Review
208-3-0005	Direct	False	1000	610	12	\$54,000	Task Force Review
208-3-0006	Direct	True	1000	610	12	\$4,000	Task Force Review
208-3-0007	Direct	True	1000	644	3	\$1,500	Task Force Review
208-3-0008	Direct	True	1000	150	11A	\$23,900	Task Force Review
208-3-0009	Direct	False	1000	736	9	\$8,733	Task Force Review
208-3-0010	Direct	True	1000	150	3	\$12,000	Task Force Review
208-3-0011	Direct	False	1000	650	3	\$40,000	Task Force Review
208-3-0012	Direct	False	1000	329	3	\$6,500	Task Force Review
208-3-0013	Direct	True	1000	110	12	\$18,400	Task Force Review
208-3-0014	Direct	True	1000	110	12	\$26,000	Task Force Review
208-3-0015	Direct	False	1000	110	16	\$64,800	Task Force Review
208-3-0016	Direct	False	1000	120	16	\$39,600	Task Force Review
208-3-0017	Direct	False	2122	110	16	\$3,600	Task Force Review
208-3-0018	Direct	False	2400	120	16	\$3,600	Task Force Review
208-3-0019	Direct	False	2700	120	16	\$9,000	Task Force Review
208-3-0020	Direct	False	3100	120	16	\$14,400	Task Force Review
208-3-0021	Direct	False	2600	120	16	\$10,800	Task Force Review
208-3-0022	Direct	False	2410	110	16	\$5,400	Task Force Review
208-3-0023	Direct	False	2312	120	16	\$1,800	Task Force Review
208-3-0024	Direct	False	2313	120	16	\$1,800	Task Force Review
208-3-0025	Direct	False	2230	120	16	\$1,800	Task Force Review
208-3-0026	Direct	False	2134	120	16	\$1,800	Task Force Review
208-3-0027	Direct	False	2200	120	16	\$3,600	Task Force Review

## Line Item Details

Line Item ID: 208-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Reading Supplemental used as evidence based program to address learning loss due to the pandemic for students identified in tiers 2 and 3, this includes students with IEPs.

Amended:

Purchase 95% Group LLC Phonological Awareness Program: Phonological awareness (PA) is the awareness of units in speech – syllables, onsets, rimes, and the separate sounds in words (which is phonemic awareness). Phonological awareness is a foundational skill upon which other reading skills are built. When students don't master PA, it can affect their future progress in the other essential components of reading. Early intervention is essential to help struggling readers develop the skills to read successfully.

These materials will be used in order to specifically address students' academic needs and the disproportionate impact due to 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). All students will be eligible for participation and the impact will potentially be on 36 teachers and 404 students.

<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 ID: 208-3-0003

**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 3

**Account Number**

208-3-2022

**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**

Ins Coach/Reading/Title I Teacher: hire an instructional coach/reading/title I teacher who works with and supports teachers in the identification, development, and aligned implementation of effective, impactful, evidence-based instructional practices, interventions, benchmarking and progress monitoring for tier 2 and tier 3 students, this includes students with IEPs who were impacted by the learning loss from the pandemic. This includes benefits and employer costs.

Amended:

The plan is to provide for a full time teacher(s) on the teachers salary rate. The masters rate of \$42,196 (estimated but based on level of education) along with benefits (current insurance cost \$7,778) and employer costs (FICA \$3,000).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$116,697
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$116,697</u>

**Status**

Task Force Review

Line Item ID: 208-3-0004

**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

**Account Number**

208-3-2022

**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**

Purchase of Educational Technology: Online reading and math support, to provide educational technology for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and classroom instructors, tier 2 and tier 3 including students on IEPs that were most impacted by the pandemic.

## Amended:

Magoosh specializes in providing high-quality, online test prep materials and courses for a spectrum of admissions tests. Magoosh aims to empower students like you to reach your test prep and education goals in a way that works for USD 208.

Xello Support and opportunities for our IPS.

## Amended:

With the effects of COVID 19 and the pandemic, our post secondary success rate as well as our ACT scores have gone down. This has provided a lack of College and Career Readiness activities and skill development because of quarantines, remote learning and school shutdown, keeping them out of learning labs. Magoosh gives us the opportunity to provide more opportunities for our students do alleviate the learning loss. By providing these opportunities for our student, we can help bridge the learning loss gap and provide more career opportunities and self-exploration through different careers with our IPS and XELLO.

These materials will be used in order to specifically address students' academic needs and the disproportionate impact due to 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).

<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>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 208-3-0005

**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

**Account Number**

208-3-2022

**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**

Math Curriculum: Math curriculum used to enhance and help our local state assessment scores for all students, included students with IEPs that were all impacted by the pandemic.

Amended: Elementary is looking at the Into Math series.

<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>	\$0
<b>Total Expenditures</b>	<u>\$54,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Math Curriculum Tier 2 and 3, including students on IEPs and for the process to support evidence based practices that were most impacted by the pandemic."

Line Item ID: 208-3-0006



**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 3

**Account Number**

208-3-2022

**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**

Math Curriculum Tier 2 and 3, including students on IEPS and for the process to support evidence based practices that were most impacted by the pandemic.

Amended:

These funds will be used to to address learning loss from the pandemic by strengthening our MTSS assessment system. Specifically we will purchase programs for universal screening, diagnostic testing, progress monitoring, and meeting academic outcomes. These programs are essential as our teachers work with all learners, but especially struggling learners and those affected by the pandemic. Programs to be purchased include Fastbridge, and 95%. Fastbridge provides benchmark and progress monitoring assessments in both reading and math skills for all our students. It also supplies a social emotional survey for students and their teachers to identify concerns about specific students' social emotional well being. IXL is an online resource used to provide K-12 ELA and math support for our students. Students take diagnostic tests, learn from lessons based on the results of that test, and progress monitor to determine progress and continued instructional needs. Teachers may also assign lessons, and in math, those are linked to our core math curriculum, so students receive extra practice in needed skills.

These materials will be used in order to specifically address students' academic needs and the disproportionate impact due to 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). All students will be eligible for participation and the impact will potentially be on 36 teachers and 404 students.

<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>	\$0
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**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**

Additional Textbooks: the purchase of additional textbooks to support student learning from evidence based resources for tier 2 and tier 3 to address the learning loss from the pandemic.

Amended:

Open Court Materials in order to specifically address students' academic needs and 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).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 208-3-0008

**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 3

**Account Number**

208-3-2022

**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 Jump Start program for 3 weeks. Additional compensation and planning and implementing summer learning or enrichment programs from evidence based resources due to learning loss from the pandemic.

Amended:

ESSER funds will be used to have 5 certified teachers and 4 para educators for academic needs and social emotional need, 4 days a week for 3 weeks, to get give students a jump start on the upcoming school year for students in grades K-5. We will service the students due to learning loss due to COVID. All students will be eligible but subgroups will be specifically invited/recommended. Summer school focus will be on low achieving students, students showing a learning gap, socially and economically challenged students, ELL, migrant, title students, children with disabilities, gender, migrant students, students experiencing homelessness, and children and youth in foster care. Summer school will specifically focus on Math, ELA and Reading.

Those that are invited/recommended will be based on:

- State Assessment Data
- MTSS Testing
- FastBridge Testing
- Teacher Recommendation

Amended:

Certified Teachers at \$30/hr. for up to 4 hours, 4 days a week.  
Para Educators at \$15/hr. for up to 4 hours, 4 days.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,950
<b>Budgeted Expenditures in SFY 2024</b>	\$11,950
<b>Total Expenditures</b>	\$23,900

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**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 my SABRES second step curriculum education used as evidence based program to address learning loss due to the pandemic for students identified in tiers 2 and 3, this includes students with IEPs.

Amended:

This educational program will identify gaps and close those gaps with specific, targeted strategies in LEA students' learning. The purchase of the second step online access along with my 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>	\$8,733
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,733</u>

**Status**

Task Force Review

Line Item ID: 208-3-0010

**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**

208-3-2022

**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**

Provide after school program: Additional compensation and planning and implementing after school learning or enrichment programs from evidence based resources due to learning loss from the pandemic.

Amended:

ESSER funds will be used to have 4 certified teachers and 6 para educators for academic needs and social emotional need, 5 days a week, to get give students a extra tutoring. We will service the students due to learning loss due to COVID. All students will be eligible but subgroups will be specifically invited/recommended. The after school program will focus on low achieving students, students showing a learning gap, socially and economically challenged students, ELL, migrant, title students, children with disabilities, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

Those that are invited/recommended will be based on:

- State Assessment Data
- MTSS Testing
- FastBridge Testing
- Teacher Recommendation

Amended:

Amended:

Certified Teachers at \$30/hr. for up to 2 hours, 5 days a week.  
Para Educators at \$15/hr. for up to 2 hours, 5 days.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$12,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**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: Providing principals and other school leaders with resources to address individual needs. iPads, LapTops, Document Cameras, Hot spots, Projectors, Smart Boards and Carts.

## Amended:

The purchasing of the devices will continue to allow our district to have one to one technology. Having the technology will allow us to reduce the close group discussion and allow for social distancing. With having the technology, it also eliminates cleaning issues with each student and staff's technology. The technology will allow the staff and students to communicate on learning during quarantine times. Technology and teaching resources will be purchased and maintained as well with the money to keep individual units for the students so they are not sharing and passing germs back and forth or for out of school learning for quarantined students or staff as needed. By addressing technology needs in the district, we are able to better address learning loss needs for our students.

## Amended:

10 iPads @ \$400 for PK-5

40 chromebooks @ \$350 for 6-12

8 carts to house iPads and Chromebooks @ \$500 PK-12

3 Smartboards @ \$6,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$40,000</u>
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**Status**

Task Force Review

**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 3

**Account Number**

208-3-2022

**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**

Social Emotional Learning: curriculum, social emotional learning for students. These resources will be intended for all students and staff focusing on supporting the learning needs and social emotional skills.

Amended:

We will be purchasing School Connect. The cost is for a base of 30 educators + \$100 per educator for each additional educator.

Teens go through dramatic changes in physical appearance, cognitive abilities, and social-emotional development. As young people mature, they move from childhood's relative simplicity and security to the complexity and uncertainties of adulthood. This takes them through a process of identity development where they seek guidance from peers, role models, and social ideals. Most adolescents experience some difficulty or missteps during this transition. While brain development goes through tremendous growth during adolescence, it can sometimes lag behind physical growth through a maturational mismatch and be at odds with healthy or responsible decision-making. As a result, adolescents are at greater risk than children for depression, anxiety, substance abuse, violence, self-harm, and academic failure (Tan et al., 2018; Jensen & Nutt, 2015; Blakemore & Mills, 2014).

The social-emotional challenges inherent in adolescence have led to growing feelings of loneliness in recent years and been exacerbated by the grief, isolation, and disruption in schooling wrought by the COVID pandemic (Tenge, et al., 2021; Sharma, et al., 2021). An annual national mental health survey in 2021 found that 10.6% of youth cope with major depression, with the highest rate (14.5%) among youth who identified as more than one race. Sixty percent of youth with major depression receive no mental health treatment (Reinert, et al., 2022).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,500</u>

**Status**

Task Force Review

Line Item ID: 208-3-0013

**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

**Account Number**

208-3-2022

**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**

LETRS/MTSS PD: Salaries to help pay for learning loss to students. The professional development will strengthen teachers' knowledge of language structure, the development of the reading brain, and how to nurture the development of foundational literacy skills such as decoding and language comprehension.

Amended:

LTRS training Stipends: In partnership with KSDE, this is for PL needed to help teachers gain more skills to help students with literacy, needs enhanced due to COVID. All students subgroups will be impacted with 404 students in the district PK-12, from low achieving students, students showing a learning gap, socially and economically challenged students, ELL, migrant, title students, children with disabilities, gender, migrant students, students experiencing homelessness, and children and youth in foster care. The stipends cover up to \$800 stipends per teacher; this amount covers up to 23 registered teachers. USD 208 engaged in this work as a direct response to a state offering to districts to engage in LETRS training. As a district, we find this timely because, due to COVID-19, students' literacy needs have increased due to learning loss as a result of the pandemic. The opportunity is available for K-12 teachers, ESOL teachers, instructional coaches, resource (SPED) teachers, and reading specialists. LTRS training requires 80-100 hours of course work outside of contract time for certification. Maximum compensation is \$800 over 2 years for their time, and a payment of \$400 upon completion of each year or a lump sum stipend for completing the course of \$800.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,400</u>

**Status**

Task Force Review

Line Item ID: 208-3-0014



**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

**Account Number**

208-3-2022

**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 PD Summer Activity: for staff during the school year and the summer to provide continued evidence based professional development, included but not limited to STEAM, for teachers to have a direct impact on the staff and students that were most impacted by the pandemic.

## Amended:

Impacting 36 teachers and 404 student in the district. All students subgroups will be impacted in the district PK-12, from low achieving students, students showing a learning gap, socially and economically challenged students, ELL, migrant, title students, children with disabilities, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

Our district will work on the continuation of fine tuning evidence based practices AR, FastBridge, MTSS, LETRS, Second Step, STEM, XELLO, Open Court and Magoosh.

We will use ESSER funds 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.

## Amended:

Up to 36 teachers at \$361 for two years, to support their fees for professional development. The goal is to attend the Visible Learning conference.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,000
<b>Budgeted Expenditures in SFY 2024</b>	\$13,000
<b>Total Expenditures</b>	\$26,000

**Status**

Task Force Review

Line Item ID: 208-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Teacher incentive pay (\$900); will be give to the 36 teachers as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$32,400
<b>Budgeted Expenditures in SFY 2024</b>	\$32,400
<b>Total Expenditures</b>	<u>\$64,800</u>

**Status**

Task Force Review

Line Item ID: 208-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**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**

Para incentive pay (\$900); will be give to the 22 paras as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,800
<b>Budgeted Expenditures in SFY 2024</b>	\$19,800
<b>Total Expenditures</b>	<u>\$39,600</u>

**Status**

Task Force Review

Line Item ID: 208-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**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**

Counselor incentive pay (\$900): will be give to the 2 counselors as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,800
<b>Budgeted Expenditures in SFY 2024</b>	\$1,800
<b>Total Expenditures</b>	<u>\$3,600</u>

**Status**

Task Force Review

Line Item ID: 208-3-0018

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**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**

Secretaries (\$900): will be give to the 2 building secretaries as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,800
<b>Budgeted Expenditures in SFY 2024</b>	\$1,800
<b>Total Expenditures</b>	<u>\$3,600</u>

**Status**

Task Force Review

Line Item ID: 208-3-0019

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**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**

Bus (\$900): will be give to the 5 bus drivers as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$4,500
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

Line Item ID: 208-3-0020

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Food Service (\$900): will be give to the 8 food service staff as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
<b>Budgeted Expenditures in SFY 2024</b>	\$7,200
<b>Total Expenditures</b>	<u>\$14,400</u>

**Status**

Task Force Review

Line Item ID: 208-3-0021

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**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**

Custodial (\$900): will be give to the 6 custodial staff as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<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

Line Item ID: 208-3-0022

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**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**

Admin (\$900): will be give to the 3 administration as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,700
<b>Budgeted Expenditures in SFY 2024</b>	\$2,700
<b>Total Expenditures</b>	<u>\$5,400</u>

**Status**

Task Force Review

Line Item ID: 208-3-0023

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**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**

Clerk (\$900): will be give to the 1 clerk of the board as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$900
<b>Budgeted Expenditures in SFY 2024</b>	\$900
<b>Total Expenditures</b>	<u>\$1,800</u>

**Status**

Task Force Review

Line Item ID: 208-3-0024

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**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**

Treasure (\$900): will be give to the 1 district treasure as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$900
<b>Budgeted Expenditures in SFY 2024</b>	\$900
<b>Total Expenditures</b>	<u>\$1,800</u>

**Status**

Task Force Review

Line Item ID: 208-3-0025

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**Function Code**

2230 -

**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**

Technology (\$900): will be give to the 1 technology coordinator as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$900
<b>Budgeted Expenditures in SFY 2024</b>	\$900
<b>Total Expenditures</b>	<u>\$1,800</u>

**Status**

Task Force Review

Line Item ID: 208-3-0026

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**Function Code**

2134 - Nursing 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**

Nurse (\$900): will be give to the 1 district nurse as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$900
<b>Budgeted Expenditures in SFY 2024</b>	\$900
<b>Total Expenditures</b>	<u>\$1,800</u>

**Status**

Task Force Review

Line Item ID: 208-3-0027

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser 3

**Account Number**

208-3-2022

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Library (\$900): will be give to the 2 district librarians as premium pay. This 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 the pandemic to be paid in the Spring of 2023 and the Spring of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,800
<b>Budgeted Expenditures in SFY 2024</b>	\$1,800
<b>Total Expenditures</b>	<u>\$3,600</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0286

**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>
Chautauqua Co Community	416 E. Elm, Ste. B, Sedan, KS 673611499	416 E. Elm, Ste. B, Sedan, KS 673611499
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Kay Hill	hillk@usd286.org	(620) 725-3187

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kati Sears	Board Clerk	searsk@usd286.org	(620) 725-3186

## 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.usd286.org/vnews/display.v/ART/60cb4f33a8b21>

## 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 286 has used ESSER funds to impact student learning and to keep students and staff safe. Funds were also expended to keep the buildings safe and clean to promote an environment for student learning. The district has used much of the funds to provide intervention activities to reengage students in learning. USD 286 will continue to use funds as needed to provide a safe learning environment for all students and staff. We will work with our local health department, hospital, and medical clinic to stay updated on any and all mitigation strategies to keep everyone safe and keep our doors open for in-person learning. Our medical stakeholders continue to meet with us regularly and provide needed guidance for continuous safe 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

All USD 286 students were encouraged to fill out a survey on how to utilize ESSER III funds best. We had a low student response rate of only around 5% of our student population participating in the online community survey. Student leadership groups and STUCO were consulted, and ideas were shared with the building principal. The building principal met with student groups to get feedback on the possible uses of ESSER funds. Students suggested increasing social-emotional learning activities, a more engaging curriculum, and additional homework help time. The following were suggestions from our students and received the most interest: Hands-on learning such as business, additional agriculture, FACS courses, art classes, educational field trips, and classroom speakers. Our ESSER plan will take into account all the ideas provided by our students.

## **Families**

All USD 288 families were encouraged to complete a survey on best utilizing ESSER III funds approximately 30 % of our parents completed the survey. The district also conducted multiple meetings in which families gave input into ESSER III funds. Our families expressed the desire to see more instructional support to make up for learning loss during the pandemic, afterschool tutoring, and social-emotional support. Site Council input was also provided input into planning.

We provided information about ESSER plans on our website, and the building administration went to school activities and visited with parents about their input for the ESSER funds. Many of our parents requested behavior support and supported summer programs for our students. Our ESSER plans include input from our family groups.

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

School District Administrations and Special Education Cooperative West Elk Administrators were consulted on how they would like to see the District's ESSER III funds spent. At these in-person meetings, District and Special Education Administrators expressed their desire to see in-person learning, more academic interventions to make up for learning loss, and premium pay bonuses to attract and keep qualified staff. Teachers, Principals, School leaders, other Educators, and School Staff were asked to complete a survey on how best to utilize ESSER III funds.

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

Our administrative team, which consists of the Superintendent, Principal, and Special Education Director, has met regularly to review the needs of our students and staff populations in learning loss discussions at the building and district levels. These meetings have included reviewing focus group data from various special population groups and special education cooperative meetings. As a result of these meetings, the following have been determined as the most important to address in our district; the ability to offer some credit recovery, modified curriculum for special population groups, afterschool tutoring, and summer programs. Teachers in Sedan are not part of a union but have their own teacher organization. All teachers were encouraged to fill out the community survey. 65% of our staff completed the survey. In that survey, they suggested most of the same input they provided in our meeting groups. Our staff supported continuing efforts in our K-3 classrooms to get all students reading on grade level by 3rd grade. They have felt that the additional staff at the elementary will be vital in closing the learning gaps. We continue encouraging staff to provide input this school year when we have late start days. We always take time with groups to discuss our data and our funding plans for the district at these monthly meetings.

ALL our staff is part of their educational group, as I stated above. All teachers were included in surveys, staff meeting input, and stakeholder meetings. 65% of staff completed surveys, and we included their input from staff meetings, where around 98% of teachers provided input.

## **Tribes**

We have contacted our students individually that are part of tribes in our area and sought their input. We are very close to the Oklahoma border, and we reached out to the Osage Nation. A conversation about ESSER funds was had with Tina Townly, a representative for the Osage Nation Educational Department in Pawhuska, Oklahoma. We discussed culturally relevant information, and they shared many resources for USD 286.

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

We reached out to the following civil rights organizations through email in our region to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights, Kansas American Civil Liberties and Kansas Action for Children. At this point, we have not heard back from either organization. We also reached out to the ACLU of Kansas, executive Director Micah Kubic by email but have not had a response. We continue to work to seek input from our groups as we work to improve and consider all input for special population groups. Our data would suggest that curriculum, tutoring, summer programs, and credit recovery with assist these groups as well.

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

While USD 286 does not have any students who are homeless, migratory or incarcerated, we do have a population of students with disabilities, a few ELL, and students in foster care. We work closely with our students and representative of those subgroups in our district in developing our ESSER plans. We spoke with foster families and ELL and determined that we need to look at offering additional elective classes, continued summer programs, tutoring, and credit recovery. Also, this group of students shows a high need for social-emotional support in the form of additional counseling opportunities for students. We will have our mental health liaison and social worker continue to offer services to these families and monitor their progress. Parents of students with disabilities were encouraged to fill our the online community survey. While we only had about 30% of families fill our the survey, the survey data provided administration data about our students with disabilities. As a small school, we could look at that data and comments from the survey to desegregate data from this group. Our school has a high special education population; at parent-teacher conferences last spring and last year, we had our special education teachers ask parents for their input. That input was shared with the administration to help us formulate our plans for ESSER funding needs.

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

USD 286 uses School Messenger, Remind, FaceBook, Site Council, district webpage, local newspaper, and Instagram to communicate with patrons and our community. Our building budget needs assessment is on our webpage, teachers provide weekly articles to our local newspaper, and high school publications classes provide broadcasts. The public was offered the opportunity to provide input with surveys.

### **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 have been many impacts of COVID-19 on the district affecting PreK-12. Attendance has been a huge factor. Many preK parents chose not to send their children during the pandemic; attendance with all grade levels was a factor in learning loss. Students for reasons of illness, lack of interest, or parent fear impacting learning. Many students have become disengaged with the learning process. We have seen that our parents are not as engaged due to their inability for them to be involved. We had many quarantined classrooms, teachers, and students during this time. Remote learning was ineffective, difficult for teachers and staff, and caused an increased workload for teachers. This has caused stress on teachers and staff as well as students and families. Families were forced to change routines and work schedules during remote school. As a district, we feel that our students with disabilities were affected the most. They needed specialized instruction (in-person) to meet their needs. We have seen emotional impacts on students as well. Students became isolated from peers and needed additional social-emotional support to recover from the pandemic. We have seen learning loss with reading and math. As a high free-reduced student population, all of these factors have impacted our students profoundly.

**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)**

An additional CTE teacher, reading intervention teacher, and counselor was added to help students during the pandemic. USD 286 is using a variety of data to monitor growth/progress of our students. We are using Fastbridge, STAR, and iXL to provide help our staff provide the best individual learning plans for our students to meet their needs.

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

We plan to use funds to purchase the curriculum from the approved KSDE  
[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

We plan to employ additional staff to offer new electives and to expand our CTE program. We will add a secondary art teacher and an additional agriculture teacher. Per Career and Tech Education from  
[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

We will continue to have a specialized reading teacher for K-3 to have all students reading on grade level by third grade. Per KSDE-  
[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

We will reduce class sizes to help meet the individual needs of students-  
[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf).

We will continue to offer summer programs, tutoring, and credit recovery. Per KSDE-  
[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

**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.**

Students will be assessed and monitored to ensure that academic and social-emotional needs are addressed. Classroom teachers utilizing Envision Math and Open Court reading these programs will help to analyze formative and summative data to monitor student progress. Data from assessments, IXL, Fastbridge, STAR, ESGI, and ASQ will all be used to monitor student progress. School counselors, social workers, and mental health liaisons will continue to monitor the social and emotional well-being of students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$908,238	\$0	\$908,238	ESSER III Allocations	\$181,648
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$908,238	\$0	\$908,238	Amount Still Needed	\$181,648
In Review Total	\$891,201	\$0	\$891,201	In Review Total	\$202,872
Amount Left	\$17,037	\$0	\$17,037	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
286-3-0001	Direct	False	1000	110	10	\$119,170	Task Force Review
286-3-0002	Direct	True	1000	110	12	\$60,499	Task Force Review
286-3-0003	Direct	False	1000	110	1D	\$54,148	Task Force Review
286-3-0004	Direct	True	2000	110	4	\$59,823	Task Force Review
286-3-0005	Direct	False	1000	110	12	\$64,483	Task Force Review
286-3-0006	Direct	False	1000	110	4	\$58,508	Task Force Review
286-3-0007	Direct	False	1000	111	4	\$54,148	Task Force Review
286-3-0008	Direct	False	2211	111	12	\$83,089	Task Force Review
286-3-0009	Direct	False	1000	432	9	\$68,900	Task Force Review
286-3-0010	Direct	False	1000	111	11A	\$23,250	Task Force Review
286-3-0011	Direct	False	1000	122	11A	\$10,340	Task Force Review
286-3-0012	Direct	False	2000	600	3	\$40,000	Task Force Review
286-3-0013	Direct	False	2400	150	16	\$2,632	Task Force Review
286-3-0014	Direct	True	1000	653	9	\$42,550	Task Force Review
286-3-0015	Direct	False	2000	432	9	\$8,000	Task Force Review
286-3-0016	Direct	False	2620	120	2	\$34,409	Task Force Review
286-3-0018	Direct	False	2200	113	5	\$29,066	Task Force Review
286-3-0019	Direct	True	1000	610	4	\$40,000	Task Force Review
286-3-0020	Direct	False	2000	113	11A	\$12,100	Task Force Review
286-3-0021	Direct	False	2000	113	4	\$20,286	Task Force Review
286-3-0022	Direct	False	1000	115	3	\$5,800	Task Force Review

## Line Item Details

Line Item ID: 286-3-0001

**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**

1000

**Function Code**

1000 - Instruction

**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**

USD 286 has added an elementary counselor. Prior we only had one counselor for PreK-12 serving 400 students. The addition of a counselor will provide needed mental health services for PreK-5 students. We have seen a need for additional mental health support for our students since the pandemic. The counselor will work individually with students as well as in groups. The total budgeted amount includes FICA, health insurance, and additional charges for the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$59,585
<b>Budgeted Expenditures in SFY 2023</b>	\$59,585
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$119,170</u>

**Status**

Task Force Review

Line Item ID: 286-3-0002

**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**

1000

**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 saw a need for a reading intervention teacher in grades K-3. We set a goal to have all those students reading on grade level by third grade. We have hired a teacher to work with those students with ESSER II funds. We have seen a benefit as data and progress monitoring are showing growth from those students. We had parents keep their children out of school during the pandemic, and we saw the learning loss from lack of attendance. This teacher works specifically with students that meet low-income criteria, special populations, and lack of progress from progress monitoring. The total budgeted amount includes FICA, Health Insurance, and other fees.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60,499
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$60,499</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

1000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**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**

With the pandemic, many of our students became disengaged with learning. We saw a need to increase our CTE Pathways and CTE programs to get students engaged again in learning. With ESSER II funds, we hired a part-time Ag teacher. The additional program for our agriculture program saw an increase in enrollment, and we decided to go with a full-time teacher for the 22-23 school year. This program provides high-interest, hands-on learning for students and additional activities that provide exposure to the many activities that our students might not have the ability to do on their own. Total budget expense for this program includes salary, FICA, and health insurance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$54,148
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$54,148</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

**Account Number**

2100

**Function Code**

2000 - Support Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

At the middle and high school level, we have hired a part-time student support specialist to work with our most At-Risk students. We have found that the pandemic has most impacted our low-income children, minorities, and foster care youth. Our student support specialist will work individually with students to help them overcome the learning loss we have seen from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$29,469
<b>Budgeted Expenditures in SFY 2023</b>	\$30,354
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$59,823</u>

**Status**

Task Force Review

Line Item ID: 286-3-0005



**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**

1000

**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 2nd grade- FASTBridge early reading data indicates a significant loss (fall 2020 - fall 2021) for incoming 2nd-grade students due to attendance from the pandemic. This was a very small group, and typically we would have made this only one classroom. Due to testing data showing students below the benchmark, which indicates a need for tiered support within the general education classroom, we hired a teacher to reduce the class size. By maintaining this class as two separate classes, we feel we can provide the support needed to increase test scores for those students. Without these funds, the district would be faced with reducing staff at a time when there is a marked increase in learning loss and social/emotional needs due to COVID-19. The budgeted salary includes FICA and health insurance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$64,483
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$64,483</u>

**Status**

Task Force Review

Line Item ID: 286-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

1000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Through our surveys for ESSER fund usage, many groups suggested the need for additional electives at the middle and high school levels to reach students in creative areas. Many of our students need to be engaged back in the learning process and needs additional ways to express their feeling and creativity. It has been years since we have had an art teacher at the middle or high school level. Hiring an art teacher has allowed many of our students who are from low-income homes have a creative outlet. This also allows our schedule to have additional electives to help students with their individual plans of study and exposure to fine arts that they were not able to have prior. This position provides expands learning for our students. The budgeted salary includes FICA and health insurance costs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$58,508
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$58,508</u>

**Status**

Task Force Review

Line Item ID: 286-3-0007

**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**

1000

**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**

The COVID-19 pandemic emphasizes social distancing and the strategic use of spaces. Our goal is to increase staff which will spread students out and gives students more flexibility for class options while keeping our class sizes smaller. Doing so also provides us with an opportunity to identify and strategically mitigate learning loss. We plan to add a middle school teacher to work with students. Our district has a high percentage of low-income/high free and reduced lunch population and a very high percentage of students on an IEP (approximately 30%); maintaining smaller class sizes will help with individualized instruction to raise test scores and mitigate learning loss. Without these funds, the district would be faced with reducing staff at a time when there is a marked increase in learning loss and social/emotional needs due to COVID-19. The budgeted salary includes FICA and health insurance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$54,148
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$54,148</u>

**Status**

Task Force Review

Line Item ID: 286-3-0008

**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**

2211

**Function Code**

2211 - Supervision of Improvement of Instruction Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

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

Due to the impact of the Covid 19 pandemic and the number of time administrators spent with students, parents, and staff related to the pandemic, the district will add an additional principal. This principal will also work as the district curriculum coordinator and have student Improvement team responsibilities. This will help with the overall management of the school and give our students and the staff a full-time person to work with them to address the learning loss caused by the pandemic. Previous to this request, the superintendent and one principal managed the district of 400 students. This additional administrator will help with coverage of extended learning opportunities provided to students both during the summer and during the school year. The budget includes a salary of \$70,000, FICA, and health insurance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$83,089
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$83,089</u>

**Status**

Task Force Review

Line Item ID: 286-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

1000

**Function Code**

1000 - Instruction

**Object Code**

432 - Technology-Related Repairs and Maintenance

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Due to the pandemic, we have seen an increase in our use of technology. We have also added additional teaching staff and support staff. Students use their Chromebooks daily to complete class work and to communicate with staff. Our plan is to purchase ten teacher laptops for the 22-23 school year and 10 in the 23-24 school year. We will also purchase Chromebooks for students 50 for the 22-23 school year and 50 for the 23-24 school year.

due to the high volume of computers that were damaged due to COVID and continue to be

damaged. Due to Covid and our increased use of technology we have seen that many were broken due to use.

We continue to see continued issues with devices due to more technology being used outside of school to support student learning. These purchases will allow our students and staff to keep engaged in learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$34,450
<b>Budgeted Expenditures in SFY 2023</b>	\$34,450
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$68,900</u>

**Status**

Task Force Review

Line Item ID: 286-3-0010

**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**

1000

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Due to the pandemic, we have seen learning loss for our students in math and reading. We will offer summer programming along with our 21st Century Grant to reengage our students in learning. We will employ five teachers to work with students. Teachers will work the month of June, Mon.-Thursday for a total of 16 days for 4.5 hours per day. The budgeted salary per teacher will be \$2325, including salary and FICA.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$11,625
<b>Budgeted Expenditures in SFY 2023</b>	\$11,625
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$23,250

**Status**

Task Force Review

Line Item ID: 286-3-0011

**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**

1000

**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**

Due to the pandemic, we have seen our students struggle with attendance and learning loss in reading and math. We will continue a summer program for PreK-12 students. We will employ five teacher aides during summer school to assist teachers as they work with students to bridge learning gaps. Teacher aides will work 4 hours per day Mon-Thursday for a total of 16 days in June. The budgeted salary for five aides and FICA is \$1034 per aide.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,170
<b>Budgeted Expenditures in SFY 2023</b>	\$5,170
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$10,340

**Status**

Task Force Review

Line Item ID: 286-3-0012

**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**

2000

**Function Code**

2000 - Support Services

**Object Code**

600 - 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**

Due to the pandemic, we have seen many of our students come to school unprepared with supplies. Our demographics in close to 70% free and reduced lunch. Lots of our students do not have the resources to buy school supplies. We would also like funds for general supplies for classroom teachers to support learning. This would include additional classroom library books and decodable books. Having additional books in classrooms would support our learning goals of engaging students in reading activities. We would also like to provide principals with funds to reengage our families. We would like to budget supply money to host parent-student engagement nights for PreK-12 grade students. These supply funds would provide approximately 45 staff members and 2 principals to access supplies needed to engage students and our families. We will budget \$20,000 annually for 22-23 and 23-24. This will provide approximately \$425 per staff member each year for two years to provide those additional items needed for classrooms and engagement. (school population PreK-12 of 400).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Task Force Review

Line Item ID: 286-3-0013

**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**

2400

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

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

During the pandemic, there has been a need for increased personnel to handle duties and responsibilities within the administration office. Additional duties for BOE clerk and other office personnel will be paid premium pay for those responsibilities. Two office staff members (clerk- \$1500) office staff- (\$1000) budget premium pay, including FICA.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,632
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,632</u>

**Status**

Task Force Review

Line Item ID: 286-3-0014

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

1000

**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 the pandemic, we have begun to utilize even more software to help engage and monitor our student's progress. We will purchase iXL for two years for \$6375 per year. It will be used to help students access skills from learning loss. We will purchase our Google licenses so that teachers can continue to connect with students if they are working remotely on assignments or at school. \$3000 per year. We will purchase Renaissance for assessment for students to monitor progress. \$9100 per year and FastBridge for progress monitoring for \$2800 per year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,275
<b>Budgeted Expenditures in SFY 2023</b>	\$21,275
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$42,550</u>

**Status**

Task Force Review

Line Item ID: 286-3-0015



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

2000

**Function Code**

2000 - Support Services

**Object Code**

432 - Technology-Related Repairs and Maintenance

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Due to the pandemic, the district has expanded so much technology within the buildings. To support the additional technology being used, we need to purchase a secondary server to handle the increased usage and to provide the protections needed for our technology for students. This is not a single item. There will be several additional items and installations that make a total of \$8000 for this project. Do I need to provide each item needed to provide this secondary server? \*\* Additional information for this purchase includes- we will purchase a secondary server appliance to address increased usage the approximate cost will be \$4000, software licenses for this and configuration \$3000, and installation approximately \$1000.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<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**


Line Item ID: 286-3-0016

**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**

2620

**Function Code**

2620 - Maintenance of Buildings

**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**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This additional custodian will address building cleanliness to reduce the spread of the COVID virus. The budgeted amount will include yearly pay, FICA, and health insurance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$34,409
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$34,409</u>

**Status**

Task Force Review

Line Item ID: 286-3-0018

**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**

2200

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

113 - Part-Time 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 will provide professional development over the summer for staff in trauma-informed practices. Teachers will have training for three days, including trauma-informed and cooperative learning. These professional development days during the summer will prepare staff especially to deal with the many of our students from low-income families and students in the foster care system.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$29,066
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,066</u>

**Status**

Task Force Review

Line Item ID: 286-3-0019

**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

**Account Number**

1000

**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**

The district is working to purchase Amplify for grades 6-7-8. We have seen a decline in our reading scores, especially in our low-income population. Through our stakeholder engagement survey, many parents requested an updated and engaging curriculum for our students. This program includes instructional guidance and student materials for a year of instruction, with lessons and activities that keep students engaged daily. It is on a digital platform, allowing teachers the ability to share content and rosters seamlessly with Google Classroom. This program aligns directly with ESSER funding allowable activities and can be differentiated to address the small group of various levels of students in all classrooms. This new reading program would especially impact our low-income students and students with disabilities because it would help to individualize instruction for those most impacted populations.

<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**

Task Force Review

Line Item ID: 286-3-0020

**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**

2000

**Function Code**

2000 - Support Services

**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**

Expanded hours for our IT Staff that are necessary to maintain the operation of and continuity of services. This will expand our Technology Coordinators position during the summer to assist with all the additional technology needs in the district (maintenance of additional student and staff computers) and during our summer school program to assist students with technology needs. IT will be contracted for 40 days during the summer at his daily pay rate. This budgeted expense is salary and FICA.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,100
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,100</u>

**Status**

Task Force Review

Line Item ID: 286-3-0021

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

2000

**Function Code**

2000 - Support Services

**Object Code**

113 - Part-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**

Due to the pandemic, we have seen many of our students impacted. We have seen the impacts, especially with our low-income students due to financial hardships and lack of parental emotional support. We plan to offer our elementary and high school counselors additional days to work in the summer to meet the need of many of our low-income students and students in foster care. Students will be able to maintain consistent counseling with those counselors. The counselors will work an additional 30 days combined. The budgeted amount for those 30 days includes FICA.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,968
<b>Budgeted Expenditures in SFY 2023</b>	\$10,318
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,286</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

1000

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**

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

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

Due to the pandemic, more staff have had to take off work when they or family members have become ill. We will allocate money to help with the cost of substitutes who support learning when teaching staff members are gone.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,800
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,800</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0308

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>
Hutchinson Public Schools	1520 North Plum, Hutchinson, KS 67501	1520 North Plum, Hutchinson, KS 67501
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Dawn Johnson	johnson.dawn@usd308.com	(620) 615-4000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sheila Meggers	Assistant Superintendent of Finance	meggers.sheila@usd308.com	(620) 615-4040

## 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/1814/USD\\_308/2356103/District\\_Plan\\_for\\_Safe\\_Return\\_8-1-2022.docx.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1814/USD_308/2356103/District_Plan_for_Safe_Return_8-1-2022.docx.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?**

ESSER III funds will be used to address health and safety concerns, such as replacing carpet in some classrooms with a hard surface flooring. This will allow the floors to be sanitized on a daily basis. These classrooms had students eating in them for the last few years due to COVID and the floors have been difficult to sanitize. Another use of the funds will be to install touchless faucets in all school kitchens and restrooms. This is intended to stop the spread of germs since staff and students will not need to touch the faucets. We also plan to use ESSER III funds to upgrade several HVAC systems to improve the air quality in some of our buildings. We plan to use some funds to provide for the increased number of substitutes we are requiring when staff are out with a positive COVID diagnosis.

## 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 III input process included three student Input Sessions. Each Input Session was a 90 minute guided discussion that allowed the group to identify needs in the district, brainstorm individually, and then discuss in groups their ideas for the use of funds. Each group was carefully selected to include a range of grade levels, interests, and student diversity. We had meaningful discussions and input within each group. We also sent out a survey as an additional way for all students to provide input.

Some of the top ideas identified by students include:

- High quality teachers
- Better school lunches
- Increased social emotional support
- Touchless faucets and water fountains

Our ESSER III plan takes these recommendations into consideration and many of the students' ideas are included in our application.

## **Families**

We have included parents in the development of our ESSER III plan by offering six parent Input Sessions. These sessions mirrored the student sessions. Parents were able to identify areas of need, discuss them as a group, and then rank the suggestions in order of importance. Each group could have up to 25 people involved, and we offered times during the day, over the lunch hour and in the evening to attend. We intentionally invited parents from each building in our district, including as much diversity as possible. We also sent out a survey as an additional way for all parents to provide input.

Some of the top ideas identified by parents include:

- Summer School
- Increased reading support
- Increased social emotional support

These suggestions from parents are reflected in our ESSER III plan.

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

Our district administrative team, including our Director of SPED and Assistant Director of SPED, has met frequently to review the needs of our students and staff across the district. These meetings have included reviewing the data from our Input Sessions and our district wide survey.

In reviewing the data collected and looking at the needs of our district, the following have been identified as areas that need to be addressed:

- Increased Instructional Support – specifically reading
- Summer School – target students below grade level in reading
- Premium Pay – retention of current staff
- Professional Development – particularly in reading instruction
- Virtual School – continue to grow this option
- Facility upgrades – HVAC, touchless faucets, hard surface floors

You will see that this information plays a prominent role in our ESSER III plan.

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



The development of our ESSER III plan has been a collaborative effort of multiple stakeholders within the school district including: licensed staff, classified staff, special education staff, principals, directors, and HNEA, our local union. We held ten Input Sessions across the district, making sure to include all groups listed above in these discussions. Many staff members also provided feedback through the survey we sent out.

Some of the main ideas identified by staff include:

- Increased instructional support for at-risk students
- Recruit and retain high quality staff
- Continue Summer School
- Continue providing 1-to-1 technology for students

You will see these ideas included in our ESSER III plan.

## **Tribes**

In a report we pulled from Skyward, our student information system, we identified 120 students who identified as Native American. We included a number of the parents of these students in our Input Sessions for parents. We had a few of these parents attend. Based on their feedback and what we believe will benefit our Native American students, the following items were identified:

- Increased reading support
- Summer School
- Providing 1:1 technology

Our ESSER III plan includes these suggestions to best meet the needs of our students.

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

We contacted the following civil rights organizations in our community and invited them to attend or host an Input Session.

- NAACP
- United Way of Reno County
- Boys & Girls Club of Hutchinson
- PILR – Prairie Independent Living Resource
- Rise Up Reno
- TECH – Disability Services

While we did not hear back from every group, we met individually with the following:

- United Way of Reno County
- Boys & Girls Club of Hutchinson
- Rise Up Reno

These organizations offered the following suggestions:

- Increased social emotional support
- Continue to provide summer school
- Continue to offer Virtual School
- Provide summer school transportation
- Suicide prevention training

Our ESSER III plan includes the feedback and ideas we received from these civil rights organizations.

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

We invited the following organizations in our community to attend an Input Session to provide feedback on how we can best meet the needs of our students in various subgroups:

- SW Bricktown – represent English Learners & underserved students in our community
- Salvation Army
- New Beginnings
- Saint Francis
- Department of Children and Families
- Oxford House
- Bright House
- Interfaith Housing

To identify needs of our children with disabilities, we received input from the SPED Director, Assistant SPED Director, SPED staff, and parents of students with disabilities. The following items were identified as top priorities:

- Increased social emotional support
- Health care access – partner with other agencies
- Family liaison
- Provide highly qualified staff

We met with the SW Bricktown organization, which was primarily comprised of parents of English Learners as well as district interpreters. This group offered the following 3 suggestions as top priorities for English Language Learners:

- Continue providing technology and access to all students
- Summer school transportation
- Parent Education - for Non-English Speaking Parents

We received input from the district's Homeless Coordinator. The top priorities to meet these students' needs included:

- Social emotional and mental health support
- District family liaison
- Health care access
- Internet connectivity options

We included Saint Francis, the Department of Children and Families, and some foster parents to attend a session and provide input. The organizations did not choose to participate, but some foster parents did. Some of the areas they identified include:

- Increased social emotional support
- Suicide prevention training
- After school child care

We do not have any students identified as migratory at this time.

We have a few students in our Juvenile Detention Center. We were not able to get any parents to provide input. We did get input from the staff that work at the Juvenile Detention Center. They offered the following suggestions:

- Additional counseling, social emotional, and/or mental health services
- Additional elective options for students

District administrators and staff reviewed input and identified some high priority items to meet the needs of underserved students across the district. These priorities include:

- Increased instructional support
- Summer School
- Continue providing 1:1 technology
- Increased social emotional support

Our ESSER III plan includes many of these suggestions in order to best meet the needs of all our student populations. A few of the suggestions are being addressed through other grants and funds. For example, we have hired a family liaison through a collaborative grant with Horizons Mental Health Center. Some needs we have been able to address with current resources as well.

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

We provided an online survey for staff, parents, and community members to provide input on how ESSER III funds could best be used to support all students. We received 383 responses from parents/community members and 263 responses from staff through the survey. We also held 18 in-person Input Sessions and several focus group discussions on site at some of our community organizations. Through the survey and in-person options, we received feedback and ideas from over 1,000 stakeholders from January through April of 2022.

After collecting the feedback, we spent time sorting and analyzing the ideas we received. We looked for the common themes across the various stakeholder groups. The district administrative team used those themes to narrow down the top priorities for the use of ESSER III funds.

We then shared the results with stakeholders in the following ways:

- Through a presentation and PowerPoint to the USD 308 Board of Education, the process used to engage stakeholders and the results of their input were shared. This presentation was also livestreamed on the district's social media. This was done at the end of April 2022.
- We outlined the number of stakeholders that provided input, the process used to seek feedback, and the top themes identified throughout this process. This information was shared in an email to stakeholders in May of 2022.
- During back to school meetings with district and building administrators in July of 2022, we reviewed the stakeholder engagement process that occurred last spring and the themes that were identified. This served as a review for returning staff and served to inform new staff for the 2022-2023 school year.
- Once our ESSER III plan has been approved, we plan to share a finalized plan for ESSER III funds with stakeholders. Last year, we created a graphic for how we used and/or plan to use ESSER I and ESSER II funds. This was shared through email, our website, and social media. We will update this graphic to include ESSER III and share it in a similar fashion.

## **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 308 currently serves 4,054 students.

70 - Preschool Students

K-6 – 1, 885

MS - 620 Students

HS – 1,326

The impacts of COVID-19 on our students include the following:

Academic Loss

- FastBridge Data
- State Assessments

Attendance

- Chronic Absenteeism
- Increased Absenteeism/Tardies

Social Emotional

- Low baseline data scores

Enrollment

- Lack of School Experience for Kindergarten/No Preschool
- Increased enrollment in the Virtual School Program
- Increased enrollment in Alternate School – Grades 9-12

Technology

- Increased technology – 1-to-1

Sped Population above the state average at 28%

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

In an effort to address the academic impact of lost instructional time, USD 308 provided summer school for students below academic grade level. Further, the district hired instructional coaches, instructional support, and instructional aides to best meet the individual needs of students.

All instructional materials and curriculum used with students during ELA focused summer school were based on current research based curricula like Foundations, CKLA (Amplify).

All Tier II and Tier III groups work directly with the above mentioned instructional support. Tier II and Tier III intervention groups receive intense literacy intervention lessons based on research based curriculum.

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

We plan to use our remaining ESSER III funds to continue providing a virtual school option for our students, additional professional development for staff, and additional substitutes to allow staff to attend professional development. Since literacy is a focus with our summer school and professional development for the next 2 years, we plan to replace some books in our libraries that were lost during the Spring of 2020 when students did not return to buildings. We also plan to use some funds to improve our indoor air quality, install some hard surface flooring that can be sanitized, and install touchless faucets to help mitigate the spread of germs. To address increased social emotional needs, we plan to use some funds for SEL curriculum. We also plan to use some funds for staff retention.

**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 308 works hard to develop strong partnerships with families. Our goal is to inform them of the learning opportunities we offer and how they can best support their child or children. We do this through parent communication, parent nights, welcoming families into our buildings, working with families one on one and providing services to meet individual needs.
- USD 308 focuses on relationships. Our adults focus on strong student relationships to encourage better student outcomes, higher attendance and an investment in learning.
- USD 308 provides enrichment opportunities that develop social, emotional and academic skills. These activities include career days, small businesses, technical programs, STEM activities, academic nights, extra-curricular activities such as debate, athletics and the arts.
- USD 308 ensures that our programs are inclusive and can be accessible to all students.
- USD 308 monitors and evaluates all programs on a regular basis in an effort to make continuous improvement.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$8,492,960	\$0	\$8,492,960	ESSER III Allocations	\$1,698,592
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$8,492,960	\$0	\$8,492,960	Amount Still Needed	\$1,698,592
In Review Total	\$6,661,560	\$0	\$6,661,560	In Review Total	\$3,448,305
Amount Left	\$1,831,400	\$0	\$1,831,400	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
308-3-0001	Direct	True	1000	111	12	\$2,060,600	Task Force Review
308-3-0002	Direct	True	1000	121	12	\$688,800	Task Force Review
308-3-0009	Direct	False	2212	330	3	\$200,040	Task Force Review
308-3-0010	Direct	False	1000	736	9	\$369,408	Task Force Review
308-3-0011	Direct	False	1000	650	9	\$259,192	Task Force Review
308-3-0012	Direct	False	1000	735	9	\$90,000	Task Force Review
308-3-0013	Direct	False	1000	619	10	\$50,000	Task Force Review
308-3-0014	Direct	False	2220	641	3	\$60,000	Task Force Review
308-3-0018	Direct	True	1000	213	12	\$60,626	Task Force Review
308-3-0019	Direct	True	1000	221	12	\$190,986	Task Force Review
308-3-0020	Direct	True	1000	260	12	\$3,585	Task Force Review
308-3-0021	Direct	True	1000	270	12	\$15,362	Task Force Review
308-3-0023	Direct	True	1000	111	11A	\$320,000	Task Force Review
308-3-0024	Direct	True	1000	121	11A	\$20,000	Task Force Review
308-3-0025	Direct	True	1000	221	11A	\$26,010	Task Force Review
308-3-0026	Direct	True	1000	260	11A	\$442	Task Force Review
308-3-0027	Direct	True	1000	270	11A	\$1,894	Task Force Review
308-3-0028	Direct	True	1000	619	11A	\$60,000	Task Force Review
308-3-0029	Direct	False	1000	111	16	\$705,000	Task Force Review
308-3-0030	Direct	False	1000	121	16	\$720,000	Task Force Review
308-3-0031	Direct	False	1000	221	16	\$109,014	Task Force Review
308-3-0032	Direct	False	1000	260	16	\$1,872	Task Force Review
308-3-0033	Direct	False	1000	270	16	\$8,020	Task Force Review
308-3-0034	Direct	False	1000	115	3	\$276,960	Task Force Review
308-3-0035	Direct	False	1000	221	3	\$21,038	Task Force Review
308-3-0036	Direct	False	1000	260	3	\$430	Task Force Review
308-3-0037	Direct	False	1000	270	3	\$1,532	Task Force Review
308-3-0038	Direct	False	1000	111	3	\$306,000	Task Force Review
308-3-0039	Direct	False	1000	221	3	\$23,387	Task Force Review
308-3-0040	Direct	False	1000	260	3	\$430	Task Force Review

308-3-0041	Direct	False	1000	270	3	\$1,532	Task Force Review
308-3-0043	Direct	False	1000	513	11A	\$9,400	Task Force Review

## Line Item Details

Line Item ID: 308-3-0001

**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**

103

**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**

Certified Salaries (Instructional Support): To provide additional help to students who have experienced learning loss, each building will be provided with 3-4 instructional support/instructional coaching positions (based on building need and size) for the 2022-23 and 2023-24 school years. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, or additional reteaching opportunities in all attendance centers. The total number of licensed instructional support staff across the district will be 23 FTE. Using an average salary of \$45,000, we estimate this cost to be \$1,035,000 per year or \$2,070,000 for 2 years. We are still funding a few of these positions with ESSER II, so SFY 2023 will be slightly less.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,025,600
<b>Budgeted Expenditures in SFY 2024</b>	\$1,035,000
<b>Total Expenditures</b>	<u>\$2,060,600</u>

**Status**

Task Force Review

Line Item ID: 308-3-0002

**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**

103

**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**

Non-Certified Salaries (Instructional Support): To target reading instruction and address learning loss, each of our elementary buildings will be provided with 4 educational aides for the 2022-23 and 2023-24 school years. We have 7 elementary buildings, so this is a total of 28 educational aides. Using an average salary of \$12,300 x 28 aides, we anticipate this cost to be \$344,400 per year or \$688,800 for 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>	\$344,400
<b>Budgeted Expenditures in SFY 2024</b>	\$344,400
<b>Total Expenditures</b>	<u>\$688,800</u>

**Status**

Task Force Review

Line Item ID: 308-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**330 - Professional Employee Training  
and Development Services**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development: Professional development to provide staff, including principals, instructional coaches and teachers, targeted training to address instructional strategies, how to address increased behaviors, and how to read and use the data (PLC's) as we address learning loss.

January 2022 – Cognitive Coaching for the 12 district instructional coaches hired to address learning loss.

\$500 registration x 12 coaches = \$6,000

January 2022 - Adaptive Schools training for principals.

\$800 registration x 10 administrators + \$2,000 travel = \$10,000

Spring/Summer 2022 – Professional Learning Community (PLC) training through Solution Tree for 3 new principals and 4 staff from each of their buildings.

\$780 registration x 12 staff + \$2,000 travel = \$11,360

2023 Summer PD – Kagan training provided in-house for staff during the summer.

125 teachers x (\$20/hour x 6 hours/day x 5 days) + \$2,000 trainer = \$77,000

August 2023 – Convocation speaker for all staff on mental health.

\$5,000

2023-2024 Bring in Safe and Civil Schools training district-wide.

4 days at \$4,000/day + \$1,200 consultant travel expenses = \$17,200

2024 Summer PD – Visible Learning for teachers.

145 teachers x (\$20/hour x 6 hour/day x 4 days) + \$3,880 trainer = \$73,480

Professional Development Plan Summary:

Cognitive Coaching - \$6,000

Adaptive Schools - \$10,000

PLC Conference - \$11,360

Summer PD – Kagan - \$77,000

Convocation – mental health speaker - \$5,000

Safe & Civil Schools - \$17,200

Summer PD – Visible Learning - \$73,480

TOTAL = \$200,040

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

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

**Budgeted Expenditures in SFY 2023** \$100,000

**Budgeted Expenditures in SFY 2024** \$100,040

**Total Expenditures** \$200,040

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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 Equipment: Classroom instruction and recording technology to enable in-person and virtual learning.

Cleartouch Boards - \$6,485/each x 30 + \$1,000 shipping = \$195,550

Cleartouch PC Module - \$895/each x 30 + \$1,000 shipping = \$27,850

Desktops for Computer Aided Instruction (CAI) lab to allow high school students to earn credits for classes failed or that have fallen behind due to COVID.

\$3,816/each x 38 + \$1,000 shipping = \$146,008

Total: \$369,408

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$184,704**Budgeted Expenditures in SFY 2024** \$184,704**Total Expenditures** \$369,408**Status**

Task Force Review

Line Item ID: 308-3-0011

**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**

103

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Technology Supplies: Additional technology supplies to repair damaged technology devices used by students. Due to the increase of technology use when we moved to 1-to-1 devices during the COVID-19 pandemic, we are seeing an increase in repairs and replacement to keep technology available for all students to access for learning at school and at home. Here is how we arrived at our budget repair/replacement cost.

Average repair cost for iPad - \$250

Average repair cost for Chromebook - \$150

Replacement cost for iPad - \$449

Replacement cost for Chromebook - \$320

Number of student iPad – 1140

Number of student Chromebooks – 2856

Potential repair/replacement costs for student devices range from \$713,400 to \$1,425,780. At an assumed 20% rate of breakage, the range is \$142,680 to \$285,156. The average is \$213,918 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>	\$129,596
<b>Budgeted Expenditures in SFY 2024</b>	\$129,596
<b>Total Expenditures</b>	\$259,192

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Software: Purchasing educational software/licenses such as Accelus and Fastbridge to provide online learning and assessment tools. Accelus licenses were purchased last year for virtual school through ESSER II. The Fastbridge Screener will be used to help diagnose gaps in learning and how to respond effectively. Fastbridge data will also be used to help identify students for summer school learning.

<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 ID: 308-3-0013

**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**

103

**Function Code**

1000 - Instruction

**Object Code**

619 - Other 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**

SEL Curriculum: Purchase a social-emotional curriculum to meet the increased emotional and mental health needs of students due to COVID-19 challenges. We have a committee working on this to identify the curriculum that will best meet our students' needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$25,000
<b>Budgeted Expenditures in SFY 2022</b>	\$25,000
<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 ID: 308-3-0014

**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**

103

**Function Code**

2220 - Educational Media Services

**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**

Literacy is a focus as the number of students reading below grade level has increased since remote learning. We will purchase books for each library K-12 to encourage reading and to help replace some of the books lost when we went remote 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>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	\$60,000

**Status**

Task Force Review

Line Item ID: 308-3-0018

**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

**Account Number**

103

**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**

Employer Paid Health Insurance (Instructional Support): To provide additional help to students who have experienced learning loss, each building will be provided with an additional 3-4 instructional support/instructional coaching positions. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, or additional reteaching opportunities in all attendance centers. Each of our elementary buildings will also be provided with 4 educational aides 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>	\$30,313
<b>Budgeted Expenditures in SFY 2024</b>	\$30,313
<b>Total Expenditures</b>	\$60,626

**Status**

Task Force Review

Line Item ID: 308-3-0019

**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

**Account Number**

103

**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**

FICA (Instructional Support): To provide additional help to students who have experienced learning loss, each building will be provided with an additional 3-4 instructional support/instructional coaching positions. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, or additional reteaching opportunities in all attendance centers. Each of our elementary buildings will also be provided with 4 educational aides 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>	\$95,493
<b>Budgeted Expenditures in SFY 2024</b>	\$95,493
<b>Total Expenditures</b>	<u>\$190,986</u>

**Status**

Task Force Review

Line Item ID: 308-3-0020

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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 (Instructional Support): To provide additional help to students who have experienced learning loss, each building will be provided with an additional 3-4 instructional support/instructional coaching positions. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, or additional reteaching opportunities in all attendance centers. Each of our elementary buildings will also be provided with 4 educational aides 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>	\$1,792
<b>Budgeted Expenditures in SFY 2024</b>	\$1,793
<b>Total Expenditures</b>	<u>\$3,585</u>

**Status**

Task Force Review

Line Item ID: 308-3-0021

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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**

Worker's Compensation (Instructional Support): To provide additional help to students who have experienced learning loss, each building will be provided with an additional 3-4 instructional support/instructional coaching positions. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, or additional reteaching opportunities in all attendance centers. Each of our elementary buildings will also be provided with 4 educational aides 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>	\$7,681
<b>Budgeted Expenditures in SFY 2024</b>	\$7,681
<b>Total Expenditures</b>	<u>\$15,362</u>

**Status**

Task Force Review

Line Item ID: 308-3-0023

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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**

Certified Salaries (Summer School): We provided summer school the past 2 years through ESSER II funds. We plan to continue summer school for the next 2 years to provide small group targeted reading instruction for students below grade level in reading. We will use district data and assessments to identify our at-risk students that can benefit from additional instruction, including many of our student subgroups. We anticipate providing 2 elementary, 1 middle school, 1 high school, and 1 virtual school site for summer school students.

Summer school will be held for 3 weeks in July for 3 weeks. Classes will be held for 4 hours Monday through Thursday each week. We are estimating staff and students as follows:

Elementary teachers: 12-18

Secondary teachers: 3

Elementary paras: 6-12

Secondary paras: 1-3

Elementary students: 180

Secondary students: 75

<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>	\$160,000
<b>Total Expenditures</b>	<u>\$320,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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**

Non-Certified Salaries (Summer School): We provided summer school the past 2 years through ESSER II funds. We plan to continue summer school for the next 2 years to provide small group targeted reading instruction for students below grade level in reading. We will use district data and assessments to identify our at-risk students that can benefit from additional instruction, including many of our student subgroups. We anticipate providing 2 elementary, 1 middle school, 1 high school, and 1 virtual school site for summer school students.

Summer school will be held for 3 weeks in July for 3 weeks. Classes will be held for 4 hours Monday through Thursday each week. We are estimating staff and students as follows:

Elementary teachers: 12-18

Secondary teachers: 3

Elementary paras: 6-12

Secondary paras: 1-3

Elementary students: 180

Secondary students: 75

<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

**Allocation Type**

Direct Allocation

**Is this 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**

103

**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 (Summer School): We provided summer school the past 2 years through ESSER II funds. We plan to continue summer school for the next 2 years to provide small group targeted reading instruction for students below grade level in reading. We will use district data and assessments to identify our at-risk students that can benefit from additional instruction, including many of our student subgroups. We anticipate providing 2 elementary, 1 middle school, 1 high school, and 1 virtual school site for summer school students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,005
<b>Budgeted Expenditures in SFY 2024</b>	\$13,005
<b>Total Expenditures</b>	<u>\$26,010</u>

**Status**

Task Force Review

Line Item ID: 308-3-0026

**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

**Account Number**

103

**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 (Summer School): We provided summer school the past 2 years through ESSER II funds. We plan to continue summer school for the next 2 years to provide small group targeted reading instruction for students below grade level in reading. We will use district data and assessments to identify our at-risk students that can benefit from additional instruction, including many of our student subgroups. We anticipate providing 2 elementary, 1 middle school, 1 high school, and 1 virtual school site for summer school students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$221
<b>Budgeted Expenditures in SFY 2024</b>	\$221
<b>Total Expenditures</b>	<u>\$442</u>

**Status**

Task Force Review

Line Item ID: 308-3-0027

**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 III

**Account Number**

103

**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**

Worker's Compensation (Summer School): We provided summer school the past 2 years through ESSER II funds. We plan to continue summer school for the next 2 years to provide small group targeted reading instruction for students below grade level in reading. We will use district data and assessments to identify our at-risk students that can benefit from additional instruction, including many of our student subgroups. We anticipate providing 2 elementary, 1 middle school, 1 high school, and 1 virtual school site for summer school students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$947
<b>Budgeted Expenditures in SFY 2024</b>	\$947
<b>Total Expenditures</b>	<u>\$1,894</u>

**Status**

Task Force Review

Line Item ID: 308-3-0028

**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 III

**Account Number**

103

**Function Code**

1000 - Instruction

**Object Code**

619 - Other 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 (Summer School): These funds will be used between all summer school locations to purchase needed supplies such as curriculum and materials for students.

Elementary Curriculum - \$5,000

Secondary Curriculum - \$5,000

Elementary Digital Resources - \$5,000

Secondary Digital Resources - \$5,000

Field Trips - \$1,000

Transportation - \$1,000

Supplies/Materials - \$6,000

Supplies/Food - \$2,000

Total = \$30,000 x 2 years = \$60,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
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<b>Total Expenditures</b>	<u>\$60,000</u>
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**Status**

Task Force Review

Line Item ID: 308-3-0029

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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**

Certified Salaries (retention pay): We plan to use funds for the purpose of providing premium pay, or retention pay, for all district personnel. The total amount will be paid in the following manner:

Licensed Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 470 licensed staff.  
 $\$750 \times 470 = \$352,500/\text{year}$

Classified Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 480 classified staff.  
 $\$750 \times 480 = \$360,000/\text{year}$

This additional pay for USD 308 employees is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023 and 2023-2024 school years in response to academic and social emotional learning loss of students due to the COVID-19 pandemic. In addition, we anticipate this will help us maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. The premium pay for 2022-23 has been discussed and agreed on through our local negotiations process. Employees will be made aware of these additional duties and will fill out required Time and Effort documentation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$352,500
<b>Budgeted Expenditures in SFY 2024</b>	\$352,500
<b>Total Expenditures</b>	<u>\$705,000</u>

**Status**

Task Force Review

Line Item ID: 308-3-0030

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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**

Non-Certified Salaries (retention pay): We plan to use funds for the purpose of providing premium pay, or retention pay, for all district personnel. The total amount will be paid in the following manner:

Licensed Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 470 licensed staff.  
 $\$750 \times 470 = \$352,500/\text{year}$

Classified Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 480 classified staff.  
 $\$750 \times 480 = \$360,000/\text{year}$

This additional pay for USD 308 employees is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023 and 2023-2024 school years in response to academic and social emotional learning loss of students due to the COVID-19 pandemic. In addition, we anticipate this will help us maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. The premium pay for 2022-23 has been discussed and agreed on through our local negotiations process. Employees will be made aware of these additional duties and will fill out required Time and Effort documentation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$360,000
<b>Budgeted Expenditures in SFY 2024</b>	\$360,000
<b>Total Expenditures</b>	<u>\$720,000</u>

**Status**

Task Force Review

Line Item ID: 308-3-0031

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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**

FICA (retention pay): We plan to use funds for the purpose of providing premium pay, or retention pay, for all district personnel. The total amount will be paid in the following manner:

Licensed Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 470 licensed staff.  
 $\$750 \times 470 = \$352,500/\text{year}$

Classified Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 480 classified staff.  
 $\$750 \times 480 = \$360,000/\text{year}$

This additional pay for USD 308 employees is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023 and 2023-2024 school years in response to academic and social emotional learning loss of students due to the COVID-19 pandemic. In addition, we anticipate this will help us maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. The premium pay for 2022-23 has been discussed and agreed on through our local negotiations process. Employees will be made aware of these additional duties and will fill out required Time and Effort documentation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$54,507
<b>Budgeted Expenditures in SFY 2024</b>	\$54,507
<b>Total Expenditures</b>	<u>\$109,014</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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 (retention pay): We plan to use funds for the purpose of providing premium pay, or retention pay, for all district personnel. The total amount will be paid in the following manner:

Licensed Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 470 licensed staff.  
 $\$750 \times 470 = \$352,500/\text{year}$

Classified Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 480 classified staff.  
 $\$750 \times 480 = \$360,000/\text{year}$

This additional pay for USD 308 employees is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023 and 2023-2024 school years in response to academic and social emotional learning loss of students due to the COVID-19 pandemic. In addition, we anticipate this will help us maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. The premium pay for 2022-23 has been discussed and agreed on through our local negotiations process. Employees will be made aware of these additional duties and will fill out required Time and Effort documentation.

<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**

Task Force Review

Line Item ID: 308-3-0033

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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**

Worker's Compensation (retention pay): We plan to use funds for the purpose of providing premium pay, or retention pay, for all district personnel. The total amount will be paid in the following manner:

Licensed Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 470 licensed staff.  
 $\$750 \times 470 = \$352,500/\text{year}$

Classified Staff: \$750 per person. To be paid on November 15, 2022. We have approximately 480 classified staff.  
 $\$750 \times 480 = \$360,000/\text{year}$

This additional pay for USD 308 employees is reasonable and necessary given the following anticipated and increased job related duties that will need to take place during 2022-2023 and 2023-2024 school years in response to academic and social emotional learning loss of students due to the COVID-19 pandemic. In addition, we anticipate this will help us maintain the current number of staff necessary to safely operate during the pandemic given the staffing shortages found across the state. The premium pay for 2022-23 has been discussed and agreed on through our local negotiations process. Employees will be made aware of these additional duties and will fill out required Time and Effort documentation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,010
<b>Budgeted Expenditures in SFY 2024</b>	\$4,010
<b>Total Expenditures</b>	<u>\$8,020</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**

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

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

Salaries (substitutes): Continuation of additional substitute teachers at attendance centers . The pandemic has caused substitute shortages which impact the classroom. This will allow us to stay open and continue instruction for students.

2022-23: \$120/day x 929 sub days to cover staff out related to COVID = \$111,480

2023-24: \$120/day x 929 sub days to cover staff out related to COVID = \$111,480

This line will also be used for substitutes to provide increased staff professional development to address learning loss.

2022-23: \$120/day x 250 sub days (PLC Conference + literacy PD+ Leader in Me) = \$30,000

2023-24: \$120/day x 200 sub days for literacy PD = \$24,000

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

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

**Budgeted Expenditures in SFY 2023** \$141,480

**Budgeted Expenditures in SFY 2024** \$135,480

**Total Expenditures** \$276,960

**Status**

Task Force Review

Line Item ID: 308-3-0035

**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

**Account Number**

103

**Function Code**

1000 - Instruction

**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 (substitutes): Continuation of additional substitute teachers at attendance centers . The pandemic has caused substitute shortages

which impact the classroom. This will allow us to stay open and continue instruction for students.

This line will also be used for substitutes to provide increased staff professional development to address learning loss.

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

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

**Budgeted Expenditures in SFY 2023** \$10,519

**Budgeted Expenditures in SFY 2024** \$10,519

**Total Expenditures** \$21,038

**Status**

Task Force Review

Line Item ID: 308-3-0036

**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 III

**Account Number**

103

**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**

Unemployment (substitutes): Continuation of additional substitute teachers at attendance centers . The pandemic has caused substitute shortages which impact the classroom. This will allow us to stay open and continue instruction for students.

This line will also be used for substitutes to provide increased staff professional development to address learning loss.

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

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

**Budgeted Expenditures in SFY 2023** \$215

**Budgeted Expenditures in SFY 2024** \$215

**Total Expenditures** \$430

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's 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**

Worker's Compensation (substitutes): Continuation of additional substitute teachers at attendance centers . The pandemic has caused substitute shortages which impact the classroom. This will allow us to stay open and continue instruction for students.

This line will also be used for substitutes to provide increased staff professional development to address 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>	\$766
<b>Budgeted Expenditures in SFY 2024</b>	\$766
<b>Total Expenditures</b>	<u>\$1,532</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

103

**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 Salaries (virtual school): Continue to provide for growth of our virtual school. We started a virtual school in 2021-2022 with ESSER II funds. This would continue to provide for 2.5 FTE.

Our virtual school meets a specific Covid-19 need as we still have many families who feel uncomfortable coming back to the large classroom with the potential to carry Covid-19 home to families who have medically fragile members in the home. While we encourage our families to vaccinate their children, not all families in our conservative town have opted-in to voluntary vaccination. As a result of USD 308 coming back into the brick and mortar model of education, we created our own virtual school as a result of the Covid-19 pandemic in order to continue to provide our families choice to meet their individual educational needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$153,000
<b>Budgeted Expenditures in SFY 2024</b>	\$153,000
<b>Total Expenditures</b>	<u>\$306,000</u>

**Status**

Task Force Review

Line Item ID: 308-3-0039

**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 III

**Account Number**

103

**Function Code**

1000 - Instruction

**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 (virtual school): Continue to provide for growth of our virtual school. We started a virtual school in 2021-2022 with ESSER II funds. This would continue to provide for 2.5 FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,694
<b>Budgeted Expenditures in SFY 2024</b>	\$11,693
<b>Total Expenditures</b>	\$23,387

**Status**

Task Force Review

Line Item ID: 308-3-0040

**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 III

**Account Number**

103

**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**

Unemployment (virtual school): Continue to provide for growth of our virtual school. We started a virtual school in 2021-2022 with ESSER II funds. This would continue to provide for 2.5 FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$215
<b>Budgeted Expenditures in SFY 2024</b>	\$215
<b>Total Expenditures</b>	\$430

**Status**

Task Force Review

Line Item ID: 308-3-0041

**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 III

**Account Number**

103

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's 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**

Worker's Compensation (virtual school): Continue to provide for growth of our virtual school. We started a virtual school in 2021-2022 with ESSER II funds. This would continue to provide for 2.5 FTE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$766
<b>Budgeted Expenditures in SFY 2024</b>	\$766
<b>Total Expenditures</b>	<u>\$1,532</u>

**Status**

Task Force Review

Line Item ID: 308-3-0043



**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 III

**Account Number**

103

**Function Code**

1000 - Instruction

**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**

Transportation: We have free admission to a STEM learning opportunity for students, but we need to transport students an hour each way. This transportation would provide elementary students with a hands-on STEM learning experience. We contract with Durham busing for all transportation. The cost was estimated as follows:

120 miles x \$1.53/mile = \$183.60

\$25/hour for bus driver x 6 hours = \$150.00

Total trip = \$333.60

We need 1 bus for each grade level 3rd-6th at each elementary building. Each bus would transport 2 classes (2 3rd grade, 24th grade, etc.).

4 grade levels per building x 7 buildings = 28 buses (56 total classes)

28 buses x \$333.60 = \$9,340.80

With many underserved students in our district, we are trying to provide hands-on learning experiences to re-engage students and help address learning deficits created 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>	\$9,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,400</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0321

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>
Kaw Valley	411 West Lasley, St. Marys, KS 66536	411 W. Lasley, St. Marys, KS 665361715
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Kerry Lacock	lacockk@usd321.com	(785) 437-2254

## 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>
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## Plan for Safe Return

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

<http://www.kawvalley.k12.ks.us/current-information.html>

## 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 implement the following prevention and mitigation strategies:

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases, including: bringing in health departments and other community health professionals to provide professional development on mitigation efforts, training on how to use tools/technology, etc., train all school staff on appropriate sanitation, share school staff training with staff from other agencies such as hospitals, nursing homes, businesses, retail stores, etc., share school sanitation protocol training with parents.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. This will include: purchase additional supplies or specialty equipment necessary to mitigate the virus within school buildings, purchase personal protective equipment (face masks, shields, gowns, gloves, etc.)

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs that will include: installation of plexiglass dividers and shields for classrooms, libraries, cafeterias, etc., replace non-opening windows with windows that open, contract an audit of district, pandemic safety protocols, create signage related to pandemic safety protocols, i.e. one-way traffic flow in cafeteria, library, etc, remodel space to create more classrooms to allow smaller, socially distanced class sizes., lease space in community buildings to allow smaller, socially distanced class sizes.

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. This includes: Upgrade filtration/HVAC systems for better air flow and outdoor air circulation, Contract for an audit of HVAC systems, Improve air filtering systems, add air purification systems, develop strategies and implement public health protocols for the reopening and operation of school facilities, develop sanitation practices and carry those practices into action, extra hours for classified staff to ensure social distancing is met before school hours and during lunch, provide training to staff on Public Health protocols for the health and safety of 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

In developing our ESSER III plan, we conducted surveys and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. Surveys were open to any student in grades 3-12 who wanted to respond. These surveys were sent out via email to students. The student response rate was approximately 99%.

The following supports received the most interest from our students:

After school tutoring programs

Providing additional technology for student use

Offering additional extra-curricular activities

Our ESSER III 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 teams as well as our site councils. The surveys were sent out via email and all families were encouraged to respond. We had 1428 total responses to the surveys. These were made up of 610 students, 505 parents/guardians, 300 school staff (46 of which are also parents/guardians), 10 tribe members (7 of which are also parents/guardians), and 3 civil rights organizations. The parents/guardians surveyed were also broken down into the following subgroups: self/parent/guardian representative of a child with a disability, self/parent/guardian representative of a child that is an English Language Learner, self/parent/guardian representative of a child experiencing homelessness, self/parent/guardian representative of a child in foster care, self/parent/guardian representative of a child who is migratory, self/parent/guardian representative of a child who is incarcerated, and self/parent/guardian representative of a child who is underserved. (Numbers for each subgroup are not shared due to the small number of responses for each, making the information potentially identifiable.)

Through the surveys and conversations, it was clear that families are most interested in the seeing the following items show up in our ESSER III plan:

Additional personnel and staff support for academic intervention

Expanded social and emotional learning and mental health services

After school tutoring programs

You will see that these suggestions from parents are reflective in the ESSER III 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. The district administrative team is made up of district and building administrators, including special education administration. (The district houses its own special education department.) 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 and agreed upon unanimously by the team as most important to address in our district:

Additional personnel and staff support for academic intervention

Providing additional educational technology

Planning and implementing activities related to summer learning and implementing after school programs

Identifying learning loss through screening and assessment

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 III plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration, local organizations (including the local Kaw Valley Education Association) and state organizations. The district administrative team has worked with teachers through site council and building leadership team meetings. Surveys were made available to teachers as well as to all other staff and they were encouraged to respond in order to ensure ESSER funds continue to meet the needs of students, community and staff. Highlights of the collaborative conversations and survey responses include:

Additional personnel and staff support for academic intervention

Providing additional educational technology

Planning and implementing activities related to summer learning and implementing after school programs

Identifying learning loss through screening and assessment

Expanded social and emotional learning and mental health services

After school tutoring programs

Offering additional extra-curricular activities

Premium pay for the increased work-load for all employees

### **Tribes**

In a review of our student information system, we identified 65 students who reported as members of a tribe. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

- Additional language courses, activities, and electives offered to students
- Increased hands on/ real world learning experiences through integration of cultural lessons
- Adding a Native American Cultural Club

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

## Civil Rights Organization including Disability Rights Organizations

We reached out to the civil rights in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of our students. We received responses from Kansas Action for Children and they offered the following suggestions:  
Planning and implementing activities related to summer learning and implementing after school programs  
Expanded social and emotional learning and mental health services  
Additional behavioral support and intervention  
Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. The parents/guardians surveyed were broken down into the following subgroups: self/parent/guardian representative of a child with a disability, self/parent/guardian representative of a child that is an English Language Learner, self/parent/guardian representative of a child experiencing homelessness, self/parent/guardian representative of a child in foster care, self/parent/guardian representative of a child who is migratory, self/parent/guardian representative of a child who is incarcerated, and self/parent/guardian representative of a child who is underserved. (Number of responses for each subgroup are not shared due to the small number of responses for each, making the information potentially identifiable.)

Through the surveys and conversations, it was clear that the following supports were most needed:  
Planning and implementing activities related to summer learning and implementing after school programs  
Expanded social and emotional learning and mental health services  
Additional behavioral support and intervention  
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 have provided the public a platform, through surveys as well as public forum, to provide input for our ESSER support plan. Surveys were emailed out as well as posted on district social media. There were 1428 total responses to the surveys. These were made up of 610 students, 505 parents/guardians, 300 school staff (46 of which are also parents/guardians), 10 tribe members (7 of which are also parents/guardians), and 3 civil rights organizations. The public was also given the opportunity to comment through site councils and also during the public forum of the September 12, 2022 board of education meeting where the ESSER III plan was reviewed and approved.

The most requested items of the survey revealed the need for consideration of the following :

- Additional personnel and staff support for academic intervention
- Expanded social and emotional learning and mental health services
- After school tutoring programs

## 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 negatively impacted our K-12 students in many areas, including absenteeism, quality & quantity of instruction and access for special education students. As a result of quarantine and isolation, attendance rates have fallen. Access to instruction has been very limited as we have families with no internet access available due to the remote areas they live in. In some cases, the district spent additional money to provide hot spots for families that needed access and could not afford it. After school programs and summer school programs expanded tremendously due to many students falling behind. This expansion required an increase in salaries for teachers and support staff as well as additional transportation costs and each of these things had a negative impact on the already spread thin district budget. Approximately 500 students with disabilities, ELL needs and/or in poverty have been impacted as a result of Covid-19 and are further behind in their education as a result.

**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 LEA will use funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the following:

- Cover additional salaries/expenses for staff, utility bills, etc. associated with summer extended learning.
- Cover expenses associated with providing student transportation to summer learning programs.
- Cover expenses associated with additional learning materials to address specific needs created by or as a result of the pandemic.
- Implement effective and impactful summer learning programs and after-school programs: Team teach, small classes, varied timeframes, curriculum tied to field trips and hands-on activities, multi-age student groupings, cross curricular instruction, etc.
- Purchase screeners or assessments to help identify student learning loss.
- Provide tutoring services to students.
- Host parent camps – provide technology training, curriculum explanation/ training, etc.
- Extend the length of the school year. Add more breaks if necessary.
- Purchase curriculum targeted toward areas in which students have fallen behind.
- Expand Title 1 Program for learning loss.
- Add staff to lower class sizes for COVID-related safety. (Cohorting, increasing physical space, etc.)
- Create additional family engagement activities – surveys, etc. to provide feedback for program development. (Making connections outside of school hours.)
- Establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote.
- Provide personal protective equipment and other resources to safely send teachers to work with students in the home, when appropriate.

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

The LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act on the following needs:

- Purchase additional technology such as tablets, laptops, screen readers etc. for remote teaching and remote learning.
- Increase broadband for schools.
- Purchase offsite internet security software to protect students and equipment.
- Hire IT staff to implement and support additional technology.
- Provide mental health services and supports.
- Payments for already contracted services that can't be used due to the pandemic – i.e., school bus services.
- Payments of salaries for staff whose duties can't be performed when schools are in remote learning environments.
- Payment of salaries for staff who are afflicted by COVID or underlying health conditions that prohibit them from working, and the staff member has no remaining sick leave– hazard pay.
- Payments for additional staff duties or risks that are due to additional COVID-19 related duties.  
NOTE: Bonuses are explicitly prohibited.
- Payment for substitute teachers necessary due to staff members being quarantined.
- Hire additional nurses, custodians, counselors, social workers, teachers, cooks, IT staff. All additional staff must be related to needs caused by COVID

**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 LEA will ensure that the interventions it implements will address impact of lost instructional time, respond to academic, social, emotional and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students through the following:

- Purchase additional technology such as tablets, laptops, screen readers etc. for remote teaching and remote learning.
- Increase broadband for schools.
- Purchase offsite internet security software to protect students and equipment.
- Hire IT staff to implement and support additional technology.
- Provide mental health services and supports.
- Payments for already contracted services that can't be used due to the pandemic – i.e., school bus services.
- Payments of salaries for staff whose duties can't be performed when schools are in remote learning environments.
- Payment of salaries for staff who are afflicted by COVID or underlying health conditions that prohibit them from working, and the staff member has no remaining sick leave– hazard pay.
- Payments for additional staff duties or risks that are due to additional COVID-19 related duties.

NOTE: Bonuses are explicitly prohibited.

- Payment for substitute teachers necessary due to staff members being quarantined.
- Hire additional nurses, custodians, counselors, social workers, teachers, cooks, IT staff. All additional staff must be related to needs caused by COVID



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,305,242	\$0	\$1,305,242	ESSER III Allocations	\$261,049
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,305,242	\$0	\$1,305,242	Amount Still Needed	\$261,049
In Review Total	\$1,305,242	\$0	\$1,305,242	In Review Total	\$264,800
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
321-3-0001	Direct	False	1000	110	1A	\$228,000	Task Force Review
321-3-0002	Direct	False	1000	650	9	\$26,064	Task Force Review
321-3-0003	Direct	False	1000	150	11A	\$40,000	Task Force Review
321-3-0004	Direct	False	1000	150	11B	\$20,178	Task Force Review
321-3-0005	Direct	True	2900	600	12	\$31,800	Task Force Review
321-3-0006	Direct	True	2900	600	12	\$121,000	Task Force Review
321-3-0007	Direct	True	2900	600	12	\$30,000	Task Force Review
321-3-0008	Direct	True	2900	600	12	\$70,000	Task Force Review
321-3-0009	Direct	True	2900	600	12	\$12,000	Task Force Review
321-3-0010	Direct	False	1000	150	16	\$600,000	Task Force Review
321-3-0011	Direct	False	1000	120	16	\$126,200	Task Force Review

## Line Item Details

Line Item ID: 321-3-0001

**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

**Account Number**

14

**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**

Addition of two elementary building staff interventionists to lower the student teacher ratio and improve effectiveness of delivery of education to students struggling due to COVID related impacts. The positions salary and benefits will be allocated into the future FY25 general fund's budget when ESSER funding ends.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$114,000
<b>Budgeted Expenditures in SFY 2024</b>	\$114,000
<b>Total Expenditures</b>	<u>\$228,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Add staff to lower class sizes for COVID-related safety. (Cohorting, increasing physical space, etc.)"

Line Item ID: 321-3-0002

**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

**Account Number**

14

**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**

Purchase approximately 75 student and teacher devices in order to maintain effective and consistent communication and instruction in any learning environment. Students will not have to share devices and will be able to access programming designed to close learning gaps from home. Teachers will design individualized learning plans to close learning gaps and share these plans directly with students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,032
<b>Budgeted Expenditures in SFY 2024</b>	\$13,032
<b>Total Expenditures</b>	<u>\$26,064</u>

**Status**

Task Force Review

Line Item ID: 321-3-0003

**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

**Account Number**

14

**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**

Provide district wide summer jumpstart due to a significant loss of instructional time from COVID related restrictions. Current USD 321 data shows an increased number of students in the level one performance category for the areas of reading, math, and science on state assessments. Data also shows a decrease in the district average ACT composite score. Additional academic supports are needed in order to improve assessment scores and average ACT composite scores. The approximate number of students that participate in summer school is 100, which requires around 15 staff members. Staff members earn \$26 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>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	\$40,000

**Status**

Task Force Review

Line Item ID: 321-3-0004

**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

**Account Number**

14

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional 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**

Provide district wide after school assistance programming due to a significant loss of instructional time from COVID related restrictions. Current USD 321 data shows an increased number of students in the level one performance category for the areas of reading, math and science on state assessments. Data also shows a decrease in the district average ACT composite score. Additional academic supports are needed in order to improve assessment scores and average ACT composite scores. This will cover approximately 15 staff members throughout the year. The compensation is \$25 per hour. The total amount spent on after school programs in the 2021/2022 school year was approximately \$9,500.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,089
<b>Budgeted Expenditures in SFY 2024</b>	\$10,089
<b>Total Expenditures</b>	<u>\$20,178</u>

**Status**

Task Force Review

Line Item ID: 321-3-0005

**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**

14

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**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**

Screening and assessment software will be used to identify student academic learning loss over time. Software includes ESGI and MyIGDI screeners to identify a loss in the area of basic reading and math skills in preschool, Aimsweb Plus to identify a loss in the area of basic reading and basic math skills in grades K-3, and NWEA MAP to identify a loss in the area of basic as well as applied skills in the areas of math, reading and science in grades 4-12.

These softwares address academic needs due to the impact of COVID-19. The data available allows administration and teachers to target the following populations: low-income families, children with disabilities, and gender. Other subgroups (English Learners, migrant students, students experiencing homelessness and children and youth in foster care) are too small in number for the district to disaggregate.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,900
<b>Budgeted Expenditures in SFY 2024</b>	\$15,900
<b>Total Expenditures</b>	<u>\$31,800</u>

**Status**

Task Force Review

Line Item ID: 321-3-0006

**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**

14

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**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**

Skill Based Personalized Learning Softwares and curriculums will be utilized to close acadmic learning gaps. Due to a significant loss of instructional time from COVID -19 restrictions, current data demonstrates an increased percentage of students in performance level 1 on state assessments in the areas of reading, math and science. Data also shows a decrease in the district average ACT composite score. Additional academic supports are needed in order to improve assessment scores and average ACT composite scores.

Personalized skill-based software programming in the areas of reading and math will provide access to skill remediation for students scoring below the average percentile. The data available allows administration and teachers to target the following populations: low-income families, children with disabilities, and gender. Other subgroups (English Learners, migrant students, students experiencing homelessness and children and youth in foster care) are too small in number for the district to disaggregate.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,500
<b>Budgeted Expenditures in SFY 2024</b>	\$60,500
<b>Total Expenditures</b>	<u>\$121,000</u>

**Status**

Task Force Review

Line Item ID: 321-3-0007

**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**

14

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**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**

Social Studies Curriculum Implementation:

Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. COVID-19 delayed student academic learning and caused more students be below grade level. The district completed the required HGSS Field Test. The majority of students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum has placed a burden on both the students and the teachers.

A research-based social studies curriculum will be purchased in response to the needs of the following subgroups: low-income families, children with disabilities, and gender. Other subgroups (English Learners, migrant students, students experiencing homelessness and children and youth in foster care) are too small in number for the district to disaggregate.

<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>	\$30,000
<b>Total Expenditures</b>	\$30,000

**Status**

Task Force Review

Line Item ID: 321-3-0008



**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**

14

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**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**

Science Curriculum Implementation:

Current USD 321 data shows an increased number of students in the level one performance category for the area of science on state assessments. Data also shows that on average the district ACT science readiness score was at 36% met. Additional academic supports are needed in order to improve assessment scores and average ACT composite scores.

A research-based science curriculum will be purchased in response to the needs of the following subgroups: low-income families, children with disabilities, and gender. Other subgroups (English Learners, migrant students, students experiencing homelessness and children and youth in foster care) are too small in number for the district to disaggregate.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$70,000
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Task Force Review

Line Item ID: 321-3-0009

**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**

14

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**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**

Social Emotional Curriculum Implementation:

A social emotional curriculum is needed in order to address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff over the last two years due to COVID lockdowns and/or quarantines and illness.

A research-based social emotional learning curriculum will be purchased in response to the needs of the following subgroups: low-income families, children with disabilities, and gender. Other subgroups (English Learners, migrant students, students experiencing homelessness and children and youth in foster care) are too small in number for the district to disaggregate.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 321-3-0010

**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

**Account Number**

14

**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**

\$2000 Premium Pay spread throughout the year for the increased work load for all employees. This includes but is not limited to covering short staffed departments, covering classes, extra cleaning and maintenance, extra planning for student safety and learning loss, adapting facilities to specific needs, and additional transportation of students and materials. This is for approximately 280 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>	\$300,000
<b>Budgeted Expenditures in SFY 2024</b>	\$300,000
<b>Total Expenditures</b>	<u>\$600,000</u>

**Status**

Task Force Review

Line Item ID: 321-3-0011

**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

**Account Number**

14

**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**

Additional 2 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a students are out of school. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$63,100
<b>Budgeted Expenditures in SFY 2024</b>	\$63,100
<b>Total Expenditures</b>	<u>\$126,200</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Hire additional nurses, custodians, counselors, social workers, teachers, cooks, IT staff."

# ESSER III APPLICATION FOR D0327

**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>
Ellsworth	145 W 15th Street, Ellsworth, KS 674390306	P.O. Box 306, Ellsworth, KS 674390306
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Deena Hilbig	dhilbig@usd327.org	(785) 472-5561

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Deena Hilbig	Superintendent	dhilbig@usd327.org	(785) 472-5561
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Dina Rankin	drankin@usd327.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/591/USD\\_327/2454643/District\\_Plan\\_for\\_Safe\\_Return\\_to\\_Instruction\\_8-1-22a.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/591/USD_327/2454643/District_Plan_for_Safe_Return_to_Instruction_8-1-22a.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 #327 plans to use the ESSER III funds to continue several items which have been applied for in the past as well as for new items.

Masking is optional in USD 327 facilities for all individuals, regardless of vaccination status.

USD 327 will provide as much space as practical between students in classrooms.

Hand sanitizing and respiratory etiquette will be encouraged.

1. Students will be taught and reminded of proper handwashing and respiratory etiquette.
2. Frequent hand sanitizing will be encouraged.
3. Hand sanitizer will be available.
4. Directions for proper handwashing will be posted in restrooms.
5. Reminders about respiratory etiquette will be posted in USD 327 buildings.

USD 327 facilities will be cleaned and disinfected regularly.

1. Frequently touched surfaces will be disinfected regularly (i.e., door handles, faucets, paper towel dispensers).

2. Cleaning resources will be provided in classrooms and offices.

3. Custodial staff will define cleaning procedures including frequency, equipment, materials and products to be used.

4. Ventilation will meet or exceed local building code.

(E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.

The Ellsworth County Health Department is the agency with the statutory authority to order quarantines and order isolations.

1. Contact tracing in schools will be the responsibility of the Ellsworth County Health Department.

2. USD 327 will comply with quarantine and isolation orders issued by the Ellsworth County Health Department.

(F) Diagnostic and screening testing.

USD 327 will use regular school communication to remind parents/guardians about the need to screen students for illness.

1. Families will be encouraged to screen students for illness before school and keep students who are symptomatic home.

2. Reminders to stay home if sick will be posted at building entries used by the public.

3. USD 327 will not require COVID-19 testing.

4. USD 327 will share community testing events with USD 327 families and staff.

(G) Efforts to provide vaccinations to school communities.

USD 327 will communicate opportunities for vaccination with USD 327 families and staff.

(H) Appropriate accommodations for children with disabilities with respect to health and safety policies.

The IEP (Individual Education Plan) teams and/or Section 504 teams will determine appropriate accommodations for children with disabilities with respect to health and safety policies.

1. Individual needs will be considered as plans are developed by the IEP or 504 team.

2. Development of plans will include the parent/guardian and student (when age appropriate).

3. Individual plans will be shared with staff directly responsible for implementation.

(I) Coordination with state and local health officials.

Regular communication and coordination with state and local health officials will occur.

(A) Services to address students' academic needs.

USD 327 will provide a variety of academic programs to support student learning.

1. High quality instruction will be provided in classrooms each day.

2. Small group and individual support will be available during the school day through small-group instruction, title services, interventionist support, and advisory.

3. Programming for support beyond the classrooms will vary by building and will be designed with the student population, and individual student learning needs in mind.

4. Building principals will work with staff to identify students who need academic support beyond what is provided through regular instruction.

5. Parents/guardians and students may bring academic concerns to the attention of a staff member.

6. When academic concerns arise, academic support options will be discussed with the parent/guardian.

(B) Students' and staff social-emotional and mental health.

Counseling and social-emotional support will be available as a part of the well-rounded educational opportunities provided by USD 327.

1. Counseling/Social worker staff will be available in all buildings to provide academic and social-emotional support.

2. Counseling/Social worker staff will be available in all buildings to provide mental health, social-emotional and family support.

3. Regular social-emotional instruction will occur at elementary and middle school using the Paths curriculum. Career Education Leadership Skills (CELS) will be used at the Junior High Level.

4. Programming for support beyond the classroom will vary by building and will be designed with the student population and individual student social-emotional health needs in mind.

5. USD 327 will partner with community mental health organizations.

6. Building principals will work with staff to identify students who need social-emotional and mental health support beyond what is provided through regular instruction.

7. Parents/guardians and students may bring concerns about social-emotional and mental health needs to the attention of a staff member.

8. When social-emotional needs arise, social-emotional and mental health support options will be discussed with the parent/guardian.

(C) Other needs, which may include student health and food services.

A comprehensive school food service program, including breakfast and lunch, will be provided throughout the school year.

A school nurse will be available at each attendance center.

1. Families may discuss health concerns with the school nurse.

2. The school nurse will serve as a liaison between the building and the Ellsworth County Health Department.

3. The school nurse will work with the school social worker/counselor, health providers and mental health partners if community resources are needed for a student or family.

4. Families may choose to participate in our Test to Know program

## 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 principal from the middle school and high school meet with students regularly. The middle school has a student leadership group the the high school has a student council. Prior to the school year starting the new high school principal met with the Student Council members and conducted a discussion on needs. Increase moral between students, student and staff as well as students and community, Mental health/counseling support was mentioned numerous times due to the pandemic. There had been so many restrictive things put in place and they were eager to get back to as normal as possible as was supports needed for technology and continued assistance in the library.

At the middle school the principal met with all students and gave an overview of student leadership. Students selected meet twice a month. Discussions have been targeted on building needs. Bullying, what we can do to be supportive of kids, focus on playground equipment, Accelerated Reader and how effective it is and questioning whether there something available which would be more beneficial. They have also discussed the support of afterschool tutoring (serves 12-15 students twice a week) the new math curriculum, and finally social emotional topics to be discussed during Bulldog time -which are planned by the counselor.

These two groups will continue to meet and student/building needs will continue to be a topic of discussion.

### Families

Opportunities for input at the building level took place previous to this school year. These occurred during Parent/Teacher conferences as well as at scheduled site council meetings. Meet your Teacher was held on Aug. 16 at all buildings allowing parents/guardians and students alike to come to each facility and talk with the newly assigned classroom teacher and get to know each child. A meeting with the local Kiwanis group was held Sept. 15, 2022. Kanopolis Middle School conducted a Site Council meeting on Sept. 21, 2022. Dr. Rodriguez discussed ESSER III funding as an agenda item and gave an update to those attending. Additional Site Council meetings are scheduled with each attendance center for the 22-23 school year where ESSER funds will be revisited allowing parents/guardians the opportunity to provide further input. Parent/Teacher conferences were held October 17 & 18, 2022. Additional public listening sessions were held for community members at 2pm and 7pm on Oct. 24. Another session will be held at 7pm, Nov. 1, 2022.

### School and District Administrators including Special Education Administration

Administrators were tasked with conducting a Needs Assessment in accordance with HB 2567. This involved having conversations with their specific staffs about current practice and student progress. The district leadership team took these discussion items and brainstormed a list of items, prioritized them and made initial decisions on what to apply for through the ESSER III funds. I also talked with Jeff Hays, Executive Director of the Central Kansas Cooperative in Education. Jeff stated there is a continued need to provide tiered supports to students right now. Educators are tasked with determining if students struggling with learning right now is linked to learning loss and time needed or if there is a true disability. Having staff available to provide supports specific to needed skills both academically and socially and emotionally are crucial to determining next steps for Student Improvement Teams. Mr. Hays comments lend themselves well to wanting to add the addition of an interventionist at the elementary level to support academic needs and they also speak to our desire to continue the use of the additional counselor at our middle school allowing the social worker to stay at the elementary full time. Admin also strongly support this. It was noted there was a need at the high school for a counselor to teach Character Education, Lifeskills classes and provide support to students who need social-emotional counseling. Additional supports to assist students with reading and math have also been requested as this allows teachers to have smaller instruction groups, increases the amount of student engagement within each classroom and allows teachers to focus on needed skills by student.

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

The school district worked directly with teachers, which included members of the Teacher's Union, in building teams as well as site council meetings. Administrators were tasked in May '22 with conducting a Needs Assessment in accordance with HB 2567. This involved having conversations with staff about student academic and social emotional progress and current practice. Staff and principals created lists identifying current barriers and then brainstormed potential actions that could be taken to remove those barriers. Similar to what was experienced with district administrators, there were requests to have further supports at the high school for a counselor to teach Character Education, Lifeskills classes and provide support to students who need social-emotional counseling. Other requests included additional supports to assist students with reading and math during the MTSS time and Mini Morning SEL time at the elementary. It was noted this would allow teachers to have smaller instruction groups, increase the amount of student engagement within each classroom and allow teachers to focus on needed skills by student.

A back to school welcome was held on Aug. 5, 2022. The focus of the morning was to identify what we are FOR. There was discussion on what we are known FOR and what we want to be known FOR. An additional meeting was held during teacher inservice on Oct. 10. Teachers, which included members of the Teacher's Union, were tasked the question where do we need to grow as well as how we can better support our staff and students. Feedback from staff included retention pay, smaller class sizes, more supports for MTSS including supports for tier 2 & 3 students, additional teacher worktime for planning and collaboration and professional development to continue new instructional resources/programs put in to place this year.

### **Tribes**

I checked the geographic area and we have no tribes within the 50 mile radius of our school district; however, I checked our student information system and we had three students who were identifying as Native American. One of the three students receives specialized instruction through and Individualized Education Plan via special education services. Parent has not communicated other needs needing to be met. I checked with the teachers of the other two students and they shared they spoke with the parent on Oct. 17, 2022 for parent/teacher conferences. During this time they talked about the supports being offered through the addition of our counselors and how they can see the benefits from it. No other needs were communicated at that time.

All parents/guardians and community members were invited to attend Public Listening Sessions which were scheduled for Oct. 24 at 2pm and 7pm. The results of those conversations are noted below.

Small Class Sizes Additional CTE Pathways Cont'd Supportive Environment

Shadowing opportunities for youth within the community Discontinue hiring from within Improving morale within the professional staff which ties to teacher retention

Activities which bring outside experts into the building for exposure Social Emotional Support Increasing Communication with the public letting them know what is going on

Facility Enhancement Support for teachers to guide their learning to support students in need Safety & Security

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



I received an email from Lane Williams, Office of Disability Rights Center of Kansas on October 14, 2022. He stated, "We support additional supports and services, such as hiring additional teachers, summer enrichment programs, after school tutoring, additional technology, and behavioral health services to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic". This feedback appears to be on target strategies identified from our administration team, the special education director as well as fellow peers I work with throughout the state of Kansas. Those include: strategic and intensive intervention for academics, increased supports for social and emotional needs, access to technology –at home (wireless), consistency with structure and programming, accommodations to support them in the learning environment as needed, and a school environment as well as activities which support inclusiveness. I also visited with Maureen Ruhlman, KSDE, Coordinator of the McKinney Vento State Education Program and Consultant for Special Education & Title Services. Maureen's feedback included the importance of providing services for students who are placed within our district, specific to their needs. This includes social emotional supports as well as academic. Other considerations included making sure the student had what they needed in order to be successful in regard to accessibility for "equal access" to learning.

I reached out to OCCK, Salina Kansas an organization which provides disability services to children and adults in North Central Kansas who have short or long-term disabilities. I spoke with Susan Sprague. Susan shared emphasis on students with the transition from school to home is important. Taking what students learn in school and integrating it in to the home -health, wellness, education, is important to consider. She stated they are always seeking a smooth, consistent transition. I spoke to her about her Student Improvement Team process and how we look at the specific needs of each child creating a plan that works just for them via constructive conversation. She shared this is exactly what she is speaking to. Outside of school hours tutoring programs, summer programming, Tiered supports within in the school day as well as differentiated instruction in the classroom all speak to this.

I visited with members of the Ellsworth County Mental Health Coalition. They recently wrote a grant to support a mental health champion for the community. They feel strongly that we need to continue to advocate for others in regard to mental health awareness, stigma attached to mental health as well as services that can be offered in the rural community setting.

### **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 collaborate regularly with the Central Kansas Cooperative in Education, Central Kansas Mental Health Center, St. Francis for students receiving foster care and also a local group, The Mental Health Coalition to ensure all students with disabilities/mental health needs are being focused on and monitored. Through conversations with these individuals, need for mental health supports continues to be evident.

I also visited with Maureen Ruhlman, KSDE, Coordinator of the McKinney Vento State Education Program and Consultant for Special Education & Title Services. Maureen's feedback included the importance of providing services for students who are placed within our district, specific to their needs. This includes social emotional supports as well as academic. Other considerations included making sure the student had what they needed in order to be successful in regard to accessibility for "equal access" to learning.

USD #327 would like to continue to focus on Character Education Leadership courses (CELS) for our 7th and 8th graders coupled with their daily scheduled advisory time in grade 7-12 focusing on an inclusive atmosphere. At the middle school level we will continue to Bulldog time, another scheduled "family" session that occurs throughout each week where students are assigned a multi-age/grade level KMS Family and meet with staff in a small group and finally at the elementary we will continue with our daily scheduled M & M's time which also includes a morning meeting. These arrangements allow our students an opportunity to work with staff building-in social emotional opportunities as well as music and movement on a daily basis. The additions of counselor at the high school and middle school continue to help support these programs and ensure students continue to have supports available should they need additional outside of those programs listed above.

We currently do not have any students who are ELL, Migratory or incarcerated.

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

The district conducted two listening sessions on Oct. 24. One took place at 2pm with 21 participants and the other at 7pm with 17 participating. A third session is scheduled for Nov. 1, 2022. Each building has a functioning site council and will be meeting six times this school year. Participants will engage in conversation about current student progress, what was implemented with ESSER II funds and what they would like to see continued with the ESSER III funds.

### **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 #327, consists of 658 students K-12. Students are in three attendance centers, K-3, 4-6 and 7-12. We utilized to programs to monitor student progress. The K-6 have used Aimsweb for the last two years and previous to this they were using the NWEA Map assessment. The Jr/Sr High school used NWEA Map up to the end of the 2022 school year. Staff communicated this data was not being used to guide instruction so the decision was made to convert to Fastbridge.

Aimsweb K-6

Fastbridge 9-12

In looking at student data there is evidence that an interventionist at the elementary level would further support student learning however we have not been able to find one to employ. Aimsweb data strategic and intensive intervention shows the following for fall/winter/spring results:

SY 2021-22 ELA:

Kdg students 66% identified as tier 2/3 improved to 57% by winter and improved to 33% in the spring.

1st students 72% identified as tier 2/3 improved to 66% by winter and improved to 54% in the spring.

2nd students 46% identified as tier 2/3 improved to 32% by winter and improved to 21% in the spring.

3rd students 31% identified as tier 2/3 improved to 23% by winter and improved to 19% in the spring.

4th students 18% identified as tier 2/3 in the fall and at winter check there were 22%. This improved to 15% in the spring.

5th students 35% identified as tier 2/3 improved to 25% by winter and improved to 18% in the spring.

6th students 10% identified as tier 2/3 improved to 8% by winter and improved to 4% in the spring.

SY 2021-22 Math:

Kdg students 59% identified as tier 2/3 improved to 43% by winter and improved to 17% in the spring.

1st students 49% identified as tier 2/3 improved to 33% by winter and improved to 19% in the spring.

2nd students 61% identified as tier 2/3 improved to 38% by winter and improved to 9% in the spring.

3rd students 27% identified as tier 2/3 improved to 14% by winter and improved to 13% in the spring.

4th students 25% identified as tier 2/3 in the fall to 24% by winter and improved to 13% in the spring.

5th students 40% identified as tier 2/3 improved to 29% by winter and improved to 14% in the spring.

6th students 22% identified as tier 2/3 improved to 16% by winter and improved to 6% in the spring.

In one year we went from 88 students being identified for special education services to 108. At the same time our enrollment blossomed from 575 in Aug of 2020 to 633 in Aug. of 2021. This increase in numbers speaks to the number of students who may have remained at home after we back onsite in Aug. of 2020 and the increase in numbers of students needing specialized instruction.

SY 2022-2023 ELA:

Kdg students 69% identified as tier 2/3 in the fall.

1st students 69% identified as tier 2/3 in the fall.

2nd students 55% identified as tier 2/3 in the fall.

3rd students 23% identified as tier 2/3 in the fall.

4th students 33% identified as tier 2/3 in the fall.

5th students 26% identified as tier 2/3 in the fall.

6th students 20% identified as tier 2/3 in the fall.

SY 2022-23 Math:

Kdg students 69% identified as tier 2/3 in the fall.

1st students 69% identified as tier 2/3 in the fall.

2nd students 57% identified as tier 2/3 in the fall.

3rd students 41% identified as tier 2/3 in the fall.

4th students 33% identified as tier 2/3 in the fall.

5th students 17% identified as tier 2/3 in the fall.

6th students 26% identified as tier 2/3 in the fall.

**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)**

As noted in the data in the previous question, we have seen the need to continue to support the implementation of MTSS time. This time supports students and allows them strategic and intensive instruction time to target missing skills. A key part of our work will include maximizing instructional time within the school day, ensuring that students can receive personalized support through Tier II small-group tutoring. We have also considered using i-Ready however with the implementation of a math pilot, we are currently using the software available through it in the short term before investing in the use of i-Ready. Moby Max was used prior to this school year for some students and we are continuing the use of it this year as well. While summer programming has not been used in the past year we are not ruling that out for summer 2023. Afterschool programming does occur two times a week for grade 4-6 at this time.

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

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II & III interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

USD #327 plans to use the ESSER III funds to continue several items which have been applied for in the past as well as for new items. Retention incentive pay to retain staff: Retention is important to the success of our students as it strengthens the instructional supports as well as the depth of instruction available to students. A quality teacher in the classroom has a dramatic impact on student success academically and social/emotionally. Classified staff members also offer support to our students in that they help us with the organizational support of a school system. Offering continued premium pay for their continued service encourages staff to continue employment with us.

Diagnostic assessments to address learning loss: Having students in the classroom addressing instruction utilizing MTSS and small group intervention as well as an intentional focus on social emotional needs is helping in supporting our students on a daily basis.

Staff Wellness: Covid-19 caused stress on staff and increased responsibilities as all levels of the organization. Well-being employees allows them to be more resilient and cope with the additional demands caused by the pandemic. Funds will also be used to provide staff with activities to support their well being.

**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 school has utilized a data-driven approach to determine our most important educational needs as a result of COVID-19. The elementary school (K-6) adopted the AimsWeb program in 2021 to support the monitoring student progress and determine gains in learning based on their MTSS process. Additionally it allows us to pre-assess students, determine instructional level with both reading and math and assign instructional learning groups accordingly. Learning groups have been considered fluid with those being identified as needing strategic and intensive instruction receiving necessary skills to fill learning gaps and as progress monitoring shows those holes being filled, those students are moved to a different instructional group.

There is a social-emotional component to this program as well. Teachers complete a homeroom survey of students and this helps to identify students who may have gaps in their social/emotional progress as compared to peers. These students are targeted through the use of M & M's groups. These are groups that meet daily each morning. They are focused on yoga, drums, morning meeting discussions and Bala-Vis-x.

With the onset of the 2022 school year staff discussion with the Junior/Senior high led us to know that we needed to upgrade the way we were assessing students and using that data to guide our instruction. There was a grade 7-12 adoption of Fast bridge to assist with this. Since this adoption, the junior high and high school staff have engaged in professional development to support their learning of this program so they could accurately assess the students at the onset of the school year. The new junior/senior high school principal has implemented MTSS and data will be kept to monitor student progress. Continued discussions with staff through department meetings and grade level meetings with our Curriculum specialist will allow the continued professional development to be focused and specific to the needs of staff and students.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$662,253	\$0	\$662,253	ESSER III Allocations	\$132,451
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$662,253	\$0	\$662,253	Amount Still Needed	\$132,451
In Review Total	\$650,406	\$0	\$650,406	In Review Total	\$124,573
Amount Left	\$11,847	\$0	\$11,847	Amount Still Needed	\$7,878

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
327-3-0001	Direct	False	1000	110	2	\$171,000	Task Force Review
327-3-0002	Direct	False	1000	220	2	\$13,080	Task Force Review
327-3-0003	Direct	False	1000	260	2	\$170	Task Force Review
327-3-0004	Direct	False	1000	120	2	\$93,000	Task Force Review
327-3-0005	Direct	False	1000	220	2	\$7,120	Task Force Review
327-3-0006	Direct	False	1000	260	2	\$94	Task Force Review
327-3-0007	Direct	False	2120	110	10	\$66,895	Task Force Review
327-3-0008	Direct	False	2120	220	10	\$5,120	Task Force Review
327-3-0009	Direct	False	2120	260	10	\$70	Task Force Review
327-3-0010	Direct	False	2120	210	10	\$12,720	Task Force Review
327-3-0011	Direct	False	2120	270	10	\$200	Task Force Review
327-3-0012	Direct	False	2120	110	10	\$59,285	Task Force Review
327-3-0013	Direct	False	2120	220	10	\$4,480	Task Force Review
327-3-0014	Direct	False	2120	270	10	\$200	Task Force Review
327-3-0015	Direct	False	2120	260	10	\$60	Task Force Review
327-3-0016	Direct	False	2200	300	10	\$5,200	Task Force Review
327-3-0017	Direct	False	1000	120	9	\$62,399	Task Force Review
327-3-0018	Direct	False	1000	220	9	\$4,700	Task Force Review
327-3-0019	Direct	False	1000	260	9	\$60	Task Force Review
327-3-0020	Direct	True	1000	653	12	\$6,820	Task Force Review
327-3-0021	Direct	False	1000	653	9	\$2,220	Task Force Review
327-3-0022	Direct	False	1000	280	12	\$12,720	Task Force Review
327-3-0023	Direct	True	1000	610	9	\$2,480	Task Force Review
327-3-0024	Direct	True	1000	653	12	\$799	Task Force Review
327-3-0025	Direct	True	1000	110	12	\$80,000	Task Force Review
327-3-0026	Direct	True	1000	260	12	\$90	Task Force Review
327-3-0027	Direct	True	1000	220	12	\$5,900	Task Force Review
327-3-0028	Direct	True	1000	653	12	\$24,704	Task Force Review
327-3-0029	Direct	True	1000	110	11B	\$3,780	Task Force Review
327-3-0030	Direct	False	2210	110	16	\$5,040	Task Force Review

## Line Item Details

Line Item ID: 327-3-0001

**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**

22

**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**

Premium Pay: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$85,500
<b>Budgeted Expenditures in SFY 2024</b>	\$85,500
<b>Total Expenditures</b>	\$171,000

**Status**

Task Force Review

Line Item ID: 327-3-0002

**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**

22

**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**

Retention certified staff FICA Premium Pay: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,540
<b>Budgeted Expenditures in SFY 2024</b>	\$6,540
<b>Total Expenditures</b>	\$13,080

**Status**

Task Force Review

Line Item ID: 327-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

22

**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**

Premium Pay: Retention certified staff Unemployment Costs: The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$85
<b>Budgeted Expenditures in SFY 2024</b>	\$85
<b>Total Expenditures</b>	<u>\$170</u>

**Status**

Task Force Review

Line Item ID: 327-3-0004

**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**

22

**Function Code**

1000 - Instruction

**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**

Premium Pay: Retention Classified Staff: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$46,500
<b>Budgeted Expenditures in SFY 2024</b>	\$46,500
<b>Total Expenditures</b>	<u>\$93,000</u>

**Status**

Task Force Review

Line Item ID: 327-3-0005

**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**

22

**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**

Premium Pay: Retention classified staff FICA: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,560
<b>Budgeted Expenditures in SFY 2024</b>	\$3,560
<b>Total Expenditures</b>	<u>\$7,120</u>

**Status**

Task Force Review

Line Item ID: 327-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

22

**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**

Premium Pay Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$47
<b>Budgeted Expenditures in SFY 2024</b>	\$47
<b>Total Expenditures</b>	<u>\$94</u>

**Status**

Task Force Review

Line Item ID: 327-3-0007



**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**

22

**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**

EJSHS Counselor: Salary Costs: additional counselor to support mental health needs of students and families due to the pandemic

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$33,446**Budgeted Expenditures in SFY 2024** \$33,449**Total Expenditures** \$66,895**Status**

Task Force Review

Line Item ID: 327-3-0008

**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**

22

**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**

EJSHS Counselor: FICA Costs: Additional counselor to support mental health needs of students and families due to the pandemic

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,560**Budgeted Expenditures in SFY 2024** \$2,560**Total Expenditures** \$5,120**Status**

Task Force Review

Line Item ID: 327-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

22

**Function Code**

2120 - Guidance 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**

EJSHS Counselor Unemployment Costs: Additional counselor to support mental health needs of students and families due to the pandemic

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35**Budgeted Expenditures in SFY 2024** \$35**Total Expenditures** \$70**Status**

Task Force Review

Line Item ID: 327-3-0010

**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**

22

**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**

EJSHS Employer Paid Health Benefit Costs: Additional counselor to support mental health needs of students and families due to the pandemic

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,360**Budgeted Expenditures in SFY 2024** \$6,360**Total Expenditures** \$12,720**Status**

Task Force Review

Line Item ID: 327-3-0011

**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**

22

**Function Code**

2120 - Guidance Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

10 - Providing mental health services and supports.

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

EJSHS Workers Comp: Additional counselor to support mental health needs of students and families due to the pandemic.

**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: 327-3-0012

**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**

22

**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**

KMS Counselor Salary Costs: additional counselor to support mental health needs of students and families due to the pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$29,285**Budgeted Expenditures in SFY 2024** \$30,000**Total Expenditures** \$59,285**Status**

Task Force Review

Line Item ID: 327-3-0013

**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**

22

**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**

KMS Counselor FICA: Additional counselor to support mental health needs of students and families due to the pandemic

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,240**Budgeted Expenditures in SFY 2024** \$2,240**Total Expenditures** \$4,480**Status**

Task Force Review

Line Item ID: 327-3-0014

**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**

22

**Function Code**

2120 - Guidance Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

10 - Providing mental health services and supports.

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

KMS Workers Comp: Additional counselor to support mental health needs of students and families due to the pandemic

**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: 327-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

22

**Function Code**

2120 - Guidance 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**

KMS Counselor Unemployment Costs: Additional counselor to support mental health needs of students and families due to the pandemic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$30
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<b>Budgeted Expenditures in SFY 2024</b>	\$30
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<b>Total Expenditures</b>	<u>\$60</u>
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**Status**

Task Force Review

Line Item ID: 327-3-0016

**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**

22

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Staff Wellness: Covid-19 has caused stress on staff and increased responsibilities at all levels of the organization. Well-being of employees allows them to be more resilient and cope with the additional demands caused by the pandemic. These funds will be used to provide activities for staff. Staff wellness leads to retention to staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,600
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<b>Total Expenditures</b>	<u>\$5,200</u>
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**Status**

Task Force Review

Line Item ID: 327-3-0017

**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**

22

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Tech position: Pay for additional hours for classified library technology aide to support additional technology needed due to COVID pandemic, and the additional cleaning of devices. The use of electronic devices has allowed students to have access to online learning programs as well as to complete and submit work online. Tech staff is needed to support the number of devices we now have as well as upload students to instructional support data bases.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,742
<b>Budgeted Expenditures in SFY 2024</b>	\$31,657
<b>Total Expenditures</b>	\$62,399

**Status**

Task Force Review

Line Item ID: 327-3-0018

**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**

22

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**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**

Tech position FICA: The use of electronic devices due to the pandemic has allowed students to have access to online learning programs as well as to complete and submit work online. Tech staff is needed to support the number of devices we now have as well as upload students to instructional support data bases.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,350
<b>Budgeted Expenditures in SFY 2024</b>	\$2,350
<b>Total Expenditures</b>	\$4,700

**Status**

Task Force Review

Line Item ID: 327-3-0019

**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**

22

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Tech Unemployment: The use of electronic devices has allowed students to have access to online learning programs as well as to complete and submit work online. Tech staff is needed to support the number of devices we now have as well as upload students to instructional support data bases 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>	\$30
<b>Budgeted Expenditures in SFY 2024</b>	\$30
<b>Total Expenditures</b>	<u>\$60</u>

**Status**

Task Force Review

Line Item ID: 327-3-0020

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

22

**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**

Aimsweb: Purchase of instructional software which will be used to assess students and identify gaps in learning 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>	\$3,410
<b>Budgeted Expenditures in SFY 2024</b>	\$3,410
<b>Total Expenditures</b>	<u>\$6,820</u>

**Status**

Task Force Review

Line Item ID: 327-3-0021

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

22

**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**

Seesaw: Purchase of instructional software to provide communication with parents/guardians and express areas of focus pertaining to the instructional program. This will address plans of instruction focusing on learning loss 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>	\$1,110
<b>Budgeted Expenditures in SFY 2024</b>	\$1,110
<b>Total Expenditures</b>	\$2,220

**Status**

Task Force Review

Line Item ID: 327-3-0022

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

22

**Function Code**

1000 - Instruction

**Object Code**

280 - Health 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**

Tech position Health Ins Benefits: The use of electronic devices due to the pandemic has allowed students to have access to online learning programs as well as to complete and submit work online. Tech staff is needed to support the number of devices we now have as well as upload students to instructional support data bases.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,360
<b>Budgeted Expenditures in SFY 2024</b>	\$6,360
<b>Total Expenditures</b>	\$12,720

**Status**

Task Force Review

Line Item ID: 327-3-0023



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

22

**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**

Fastbridge: Purchase of instructional software which will be used to assess students and identify gaps in learning due to the pandemic. Services needed for students will 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>	\$1,240
<b>Budgeted Expenditures in SFY 2024</b>	\$1,240
<b>Total Expenditures</b>	\$2,480

**Status**

Task Force Review

Line Item ID: 327-3-0024

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

22

**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**

Moby Max: Purchase of instructional software which will be used to assess students and identify gaps in learning 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>	\$799
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$799

**Status**

Task Force Review

Line Item ID: 327-3-0025

**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

**Account Number**

22

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Interventionist: Salary Costs: additional certified instructional staff to provide additional help for students who have experienced learning loss. These include classroom teachers, classroom interventionists and virtual interventionists. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.

<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>	\$45,000
<b>Total Expenditures</b>	\$80,000

**Status**

Task Force Review

Line Item ID: 327-3-0026

**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

**Account Number**

22

**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**

Interventionist: Unemployment Costs: additional certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.

<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>	\$45
<b>Total Expenditures</b>	\$90

**Status**

Task Force Review

Line Item ID: 327-3-0027

**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 III

**Account Number**

22

**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**

Interventionist: FICA Costs: additional certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,450
<b>Budgeted Expenditures in SFY 2024</b>	\$3,450
<b>Total Expenditures</b>	\$5,900

**Status**

Task Force Review

Line Item ID: 327-3-0028

**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 III

**Account Number**

22

**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**

iReady: Purchase of instructional software which will be used to assess students and identify gaps in learning due to the pandemic. Services needed for students will then 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>	\$13,727
<b>Budgeted Expenditures in SFY 2024</b>	\$10,977
<b>Total Expenditures</b>	\$24,704

**Status**

Task Force Review

Line Item ID: 327-3-0029

**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 III

**Account Number**

22

**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**

Salary Costs: Before/after school intervention programs for students who have learning loss due to the pandemic K-6 grades.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,260**Budgeted Expenditures in SFY 2024** \$2,520**Total Expenditures** \$3,780**Status**

Task Force Review

Line Item ID: 327-3-0030

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

22

**Function Code**

2210 - Improvement of Instruction 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**

Building leadership team needs time to plan and discuss, assessment data being gathered to make instructional decisions for programming/curriculum/school improvement planning due to the pandemic to address learning loss outside of the duty day. This funding would support paying teachers for the additional time worked.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,800**Budgeted Expenditures in SFY 2024** \$3,240**Total Expenditures** \$5,040**Status**

Task Force Review



# ESSER III APPLICATION FOR D0338

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>
Valley Falls	700 Oak Street, Valley Falls, KS 660881263	700 Oak Street, Valley Falls, KS 660881263
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
John Hamon	john.hamon@vfalls338.com	(785) 945-3214

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
John Hamon	Superintendent	john.hamon@vfalls338.com	(785) 945-3214
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Greg Morgan	greg.morgan@vfalls338.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Susan Grey	susan.grey@vfalls338.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://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1464952/Valley\\_Falls\\_USD\\_\\_338\\_2021-22\\_School\\_Plan\\_\\_1\\_.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1464952/Valley_Falls_USD__338_2021-22_School_Plan__1_.pdf)

## Use of Funds for CDC Guidance

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

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

## Stakeholder Engagement

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

## **Students**

In developing our ESSER plan, we conducted a survey in various grade levels to determine their highest levels of need for pandemic related instruction and support. 90 of our students took a survey that parents and staff also took. Survey responders were asked to prioritize each consideration as "very important", "important", "somewhat important", and "not important." Among students, responses with "very important" listed, the following supports received the most interest from all of our students:

Suggestion 1: Premium/Incentive/Retention pay for all staff

Suggestion 2: Facility upgrades that support student health needs

Suggestion 3: Expanded social and emotional learning and mental health services

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

The same survey was used for all focus groups for consistency. Parent, student, and community surveys were emailed and the link was put on social media (Facebook). Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, 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**

To gain input from stakeholders, a community survey was conducted. There were 156 responses to the survey. The breakdown included 38 parents, 37 district staff, and 6 community members. The breakdown of the community survey revealed 68 responses (out of 156) or 43.6% responses supported retention/incentive/premium pay for district staff. The next highest response was expanded outside social and emotional/mental health services (37.2%). The next additional highest response was personnel support for academic interventions (34.6%),

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:

Suggestion 1: Premium/Incentive/Retention pay for all staff

Suggestion 2: Expanded social and emotional learning and mental health services

Suggestion 3: Additional personnel support for academic interventions

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

The same survey was used for all focus groups for consistency. Parent, student, and community surveys were emailed and the link was put on social media (Facebook).

This survey had an open ended question so all groups could add wants and needs.

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

Being a school district with around 400 students, all administrators (3) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. School and District Administrators including Special Education Administration input was considered in our plan.

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.

Suggestion 1: Premium/Incentive/Retention pay for all staff

Suggestion 2: Additional instructional materials and resources

Suggestion 3: Expanded social and emotional learning and mental health services

Suggestion 4: Purchase of Data Dashboard as a part of our evidence-based MTSS (Multi-Tiered System of Supports) process to help us identify students who are experiencing learning loss due to Covid 19.

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 III 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:

Teachers and their union were well represented. 37 teachers and staff completed the survey and results were shared with all staff. Results of the survey have also been discussed during negotiations for the 2022-23 school year.

Everyone was in agreement re: Premium/Incentive/Retention pay for all staff. Additional instructional materials and resources and the need for after school tutoring were also areas of need that were identified in conversations.

You will see that this information plays a prominent role in our ESSER plan.

The same survey was used for all focus groups for consistency. Parent, student, and community surveys were emailed and the link was put on social media (Facebook). Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, 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**

In a review of our student information system, we identified 9 students from 6 families who reported as Native American.

These families took the ESSER III funding survey. The three highest responses were listed by all six families. All six families selected Additional instructional materials and resources, Premium/Incentive/Retention pay for all staff, and Additional personnel support for academic interventions.

During a focus group meeting with these students and their parents (all were contacted by phone) they indicated the following strategies would be of the greatest benefit to them:

Suggestion 1: Additional instructional materials and resources

Suggestion 2: Premium/Incentive/Retention pay for all staff

Suggestion 3: Additional personnel support for academic interventions

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

Our district does have tribes nearby, but not in our district.

The same survey was used for all focus groups for consistency. Parent, student, and community surveys were emailed and the link was put on social media (Facebook). Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, 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**



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:

Kansas ACLU - Emailed [info@aclukansas.org](mailto:info@aclukansas.org) and requested that they complete our Esser III survey. Response from Esmie Tseng: "Thank you for contacting us. We cannot comment on how to spend these funds specifically, but certainly there are resources to ensure 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/>

Kansas Human Rights Commission - Ruth Glover (see below)

John Hamon, Superintendent, spoke with Ruth Glover at the Kansas Human Rights Commission on Wednesday, May 25, 2022 at 8:44am about ESSER III funding. She sent an email at 8:51am that stated:

Dear Mr. Hammon,

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

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

Sincerely,

Ruth Glover

Executive Director

Kansas Human Rights Commission

Ph. (785) 296-3206

Fax (785) 296-0589

[ruth.glover@ks.gov](mailto:ruth.glover@ks.gov)

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

While we did not hear back with suggestions, we have still implemented the following supports which we believe will benefit all populations of our students:

Suggestion 1: Premium/Incentive/Retention pay for all staff

Suggestion 2: Expanded social and emotional learning and mental health services

Suggestion 3: Additional personnel support for academic interventions

The same survey was used for all focus groups for consistency. Parent, student, and community surveys were emailed and the link was put on social media (Facebook). Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, 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**

Focus groups of parents/guardians of students with disabilities (all were contacted and 6 responded) gave input on how to use ESSER funds. A survey was given to special education teachers and families. The highest response was Additional instructional materials and resources and Premium/Incentive/Retention pay for all staff. The next highest response was Additional personnel support for academic interventions and Additional behavioral support and interventions.

Suggestion 1: Additional instructional materials and resources

Suggestion 2: Premium/Incentive/Retention pay for all staff

Suggestion 3: Additional personnel support for academic interventions and Additional behavioral support and interventions. English Learners - we do not have any ESL families in our district. At this time, we have zero (0) English language learners.

Our identified homeless students (4 in grades 7-12) were contacted and surveyed at school. I also visited with our homeless liaison to gather input for our plan.

Through those surveys and conversations, it was clear that the following supports were most needed.

Suggestion 1: Premium/Incentive/Retention pay for all staff

Suggestion 2: Additional personnel support for academic interventions

At this time, we have zero (0) migrant students.

There is a very small enrollment of foster students (5 total and 2 who took the survey). I visited with our local case worker to gather input for our plan. Our data in our student information system indicated that we do not have students who are incarcerated. At this time, we have zero (0) incarcerated 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.

Suggestion 1: Additional instructional materials and resources

Suggestion 2: Additional personnel support for academic interventions

Suggestion 3: After School tutoring programs and Expanded school health office personnel hours,

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

The same survey was used for all focus groups for consistency. Parent, student, and community surveys were emailed and the link was put on social media (Facebook). Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, 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**

To gain input from stakeholders, a community survey was conducted. There were 156 responses to the survey. The breakdown included 38 parents, 37 district staff, 6 community members, and 90 student responses. The 6 community responses had 5 of the 6 list Premium/Incentive/Retention pay for all staff as highly important. They also listed Additional personnel support for academic interventions as highly important on 5 of the 6 responses.

The results of the survey were shared with all stakeholders. Information was presented to all staff, BOE, and Site Council members in meetings. Results were shared with parents and students via email. You will see that these suggestions are reflective in the plan we developed. The same survey was used for all focus groups for consistency. Parent, student, and community surveys were emailed and the link was put on social media (Facebook). Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, 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.**

Some impacts of COVID-19 are easy to measure while other impacts, such as the emotional piece, are more difficult to track. For USD 338, the student attendance rate fell in the 20-21 school year. Out of 255 elementary students, 138 of these missed 10 days or more in 20-21.

COVID-19 also had other impacts on our students emotionally including the need for more support from adults in the building. Our Kansas Communities That Care Survey Data for 2021-22 school year showed several risk factors that increased in a negative way. Community disorganization went from 41% in 2020-21 to 68% in 2021-22. Suicide and depression data on this survey have shown an increase since COVID 19 and was at an all time high in the Spring of 2021 at 52.5% across the district. In 2021, parental attitudes toward favorable drug use was 67% at the high school level while only 49% at the district level.

There was also significant learning loss with our students since COVID-19 started in March of 2020. State assessment results for 2021 showed a decline in 2 out of 3 (while one remained steady) tested grades for Science. For Math in 2019 the district had 22.5% of the students who tested at level 1 increasing to 31.4% in 2021. For ELA in 2019 the district had 66% that tested at level 1 or 2 and in 2021 the percent increased to 76%. The addition of a reading specialist at the elementary level, a full-time social worker, an instructional specialist and additional paras have and will help the district increase a targeted focus on learning loss and specific skills each individual student is missing.

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

The district has or is in the process of purchasing assessment materials and intervention curriculum materials to address student learning loss to the most impacted subgroups (students with disabilities, foster children, students experiencing homelessness, and students of poverty) due to COVID 19. All of these are evidence based practices are on the Kansas State Department of Education "Approved" list. These include:

- \* LETRS
- \* Pre ACT
- \* Heggerty Phonemic Awareness
- \* 95 Percent Group
- \* Read Naturally
- \* Animated Literacy

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 year. This is consistent with section 2001(e)(2) of the ARP Act.

(12) Three teacher aides will be employed to 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 year.

Professional Development in LETRS for Pre K through 3rd grade teachers who provide direct instruction to students to address learning loss for the most impacted subgroups related to COVID-19.

Summer School 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 year.

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

USD 338 is requesting \$121,500 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 338. Each employee that qualifies will receive three \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 2nd semester of the 22-23 school year. These payments will also be available at the end of the 1st and 2nd semesters of the 23-24 school year.

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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.

(13) USD 338 is requesting \$28,342 for the purpose of creating an Outdoor Classroom for all students and staff to have available to use. This is school facility improvements to enable operations of schools to reduce to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(12) USD 338 is requesting \$765 for the purchase ReadnQuiz which covers the hosting fee (\$325), 160 students (\$240), and one time setup fee (\$200). This purchase will be used to address learning loss among students, including vulnerable populations.

(12) USD 338 is requesting \$577 for the purchase of math materials and phonics decodable books. This purchase will be used to address learning loss among students, including vulnerable populations.

**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	\$303,240	\$0	\$303,240
Approved Total	\$0	\$0	\$0
Amount Left	\$303,240	\$0	\$303,240
In Review Total	\$303,240	\$0	\$303,240
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$60,648
Approved Total	\$0
Amount Still Needed	\$60,648
In Review Total	\$141,831
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
338-3-0001	Direct	True	1000	120	12	\$84,327	Task Force Review
338-3-0002	Direct	True	1000	220	12	\$6,450	Task Force Review
338-3-0003	Direct	True	1000	260	12	\$85	Task Force Review
338-3-0004	Direct	True	2100	210	12	\$23,842	Task Force Review
338-3-0005	Direct	True	1000	100	11B	\$4,700	Task Force Review
338-3-0006	Direct	True	1000	220	11B	\$360	Task Force Review
338-3-0007	Direct	True	1000	260	11B	\$4	Task Force Review
338-3-0008	Direct	False	1000	100	16	\$55,500	Task Force Review
338-3-0009	Direct	False	1000	220	16	\$4,246	Task Force Review
338-3-0010	Direct	False	1000	260	16	\$56	Task Force Review
338-3-0011	Direct	False	1000	120	16	\$32,250	Task Force Review
338-3-0012	Direct	False	1000	220	16	\$2,467	Task Force Review
338-3-0013	Direct	False	1000	260	16	\$32	Task Force Review
338-3-0014	Direct	False	1000	100	16	\$4,500	Task Force Review
338-3-0015	Direct	False	1000	220	16	\$344	Task Force Review
338-3-0016	Direct	False	1000	260	16	\$4	Task Force Review
338-3-0017	Direct	False	1000	100	16	\$3,000	Task Force Review
338-3-0018	Direct	False	1000	220	16	\$230	Task Force Review
338-3-0019	Direct	False	1000	260	16	\$3	Task Force Review
338-3-0020	Direct	False	1000	120	16	\$3,000	Task Force Review
338-3-0021	Direct	False	1000	220	16	\$230	Task Force Review
338-3-0022	Direct	False	1000	260	16	\$3	Task Force Review
338-3-0023	Direct	False	1000	120	16	\$9,000	Task Force Review
338-3-0024	Direct	False	1000	220	16	\$688	Task Force Review
338-3-0025	Direct	False	1000	260	16	\$9	Task Force Review
338-3-0026	Direct	False	1000	120	16	\$10,500	Task Force Review
338-3-0027	Direct	False	1000	220	16	\$803	Task Force Review
338-3-0028	Direct	False	1000	260	16	\$11	Task Force Review
338-3-0029	Direct	False	1000	120	16	\$4,500	Task Force Review
338-3-0030	Direct	False	1000	220	16	\$344	Task Force Review

338-3-0031	Direct	False	1000	260	16	\$5	Task Force Review
338-3-0032	Direct	True	1000	600	12	\$10,050	Task Force Review
338-3-0033	Direct	True	1000	100	3	\$8,025	Task Force Review
338-3-0034	Direct	True	1000	100	11A	\$3,700	Task Force Review
338-3-0035	Direct	True	1000	220	11A	\$284	Task Force Review
338-3-0036	Direct	True	1000	260	11A	\$4	Task Force Review
338-3-0037	Direct	False	1000	600	12	\$765	Task Force Review
338-3-0038	Direct	False	1000	600	12	\$577	Task Force Review
338-3-0039	Direct	False	2600	610	1A	\$28,342	Task Force Review

## Line Item Details

Line Item ID: 338-3-0001

### **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 Aide Salary

### **Account Number**

66-1000-120

### **Function Code**

1000 - Instruction

### **Object Code**

120 - Regular Non-Certified Salaries

### **Allowable Use**

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

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

3 Teacher Aide Salaries - Three teacher aides will be employed to address learning loss to the most impacted subgroups related to COVID 19. These are Tier II and Tier III students. ESSER III funds will cover salaries for staff to assist students for the 2022-23, and 2023-24 school year.

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

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

**Budgeted Expenditures in SFY 2023** \$41,702

**Budgeted Expenditures in SFY 2024** \$42,625

**Total Expenditures** \$84,327

### **Status**

Task Force Review

Line Item ID: 338-3-0002

**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**

Social Security

**Account Number**

66-1000-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

2 Teacher Aide Social Security - Two teacher aides will be employed 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 year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,190
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,260
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<b>Total Expenditures</b>	\$6,450
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**Status**

Task Force Review

Line Item ID: 338-3-0003

**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**

Unemployment

**Account Number**

66-1000-260

**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**

2 Teacher Aide Unemployment - Two teacher aides will be employed 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 year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$42
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<b>Budgeted Expenditures in SFY 2024</b>	\$43
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<b>Total Expenditures</b>	\$85
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**Status**

Task Force Review

Line Item ID: 338-3-0004

**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**

Employee Fringe Benefit

**Account Number**

66-2100-210

**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**

2 Teacher Aide Health Insurance - Two teacher aides will be employed 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 year. Only 1 of the aides takes the district 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>	\$11,921
<b>Budgeted Expenditures in SFY 2024</b>	\$11,921
<b>Total Expenditures</b>	\$23,842

**Status**

Task Force Review

Line Item ID: 338-3-0005

**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 Tutoring Salary

**Account Number**

66-1000-100

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

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

After School Salaries - 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 year. This is consistent with section 2001(e)(2) of the ARP Act.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,350
<b>Budgeted Expenditures in SFY 2024</b>	\$2,350
<b>Total Expenditures</b>	\$4,700

**Status**

Task Force Review

Line Item ID: 338-3-0006



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Social Security

**Account Number**

66-1000-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

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

After School Social Security - 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 year. This is consistent with section 2001(e)(2) of the ARP Act.

<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: 338-3-0007

**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**

Unemployment

**Account Number**

66-1000-260

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

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

After School Unemployment - 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 year. This is consistent with section 2001(e)(2) of the ARP Act.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$2
<b>Total Expenditures</b>	<u>\$4</u>

**Status**

Task Force Review

Line Item ID: 338-3-0008

**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**

Retention/Incentive Pay

**Account Number**

66-1000-100

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

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

Teachers - 37: USD 338 is requesting \$121,500 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 338. Each employee that qualifies will receive three \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 2nd semester of the 22-23 school year. These payments will also be available at the end of the 1st and 2nd semesters of the 23-24 school year.

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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.

<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>	\$55,500
<b>Total Expenditures</b>	\$55,500

**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**

Social Security

**Account Number**

66-1000-220

**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**

Teachers - 37 SS: Social Security for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$4,246**Total Expenditures** \$4,246**Status**

Task Force Review

Line Item ID: 338-3-0010

**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**

Unemployment

**Account Number**

66-1000-260

**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**

Teachers-37 Unemployment for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$56**Total Expenditures** \$56**Status**

Task Force Review

Line Item ID: 338-3-0011

**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**

Retention/Incentive Pay

**Account Number**

66-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Tch Aides/Keystone Paras 21.5 - USD 338 is requesting \$121,500 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 338. Each employee that qualifies will receive three \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 2nd semester of the 22-23 school year. These payments will also be available at the end of the 1st and 2nd semesters of the 23-24 school year.

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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.

<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>	\$32,250
<b>Total Expenditures</b>	\$32,250

**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**

Social Security

**Account Number**

66-1000-220

**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**

Tch Aides/Keystone Paras 21.5, Social Security for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$2,467**Total Expenditures** \$2,467**Status**

Task Force Review

Line Item ID: 338-3-0013

**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**

Unemployment

**Account Number**

66-1000-260

**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**

Tch Aides/Keyston Paras 21.5 Unemployment for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$32**Total Expenditures** \$32**Status**

Task Force Review

Line Item ID: 338-3-0014

**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**

Retention/Incentive Pay

**Account Number**

66-1000-100

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

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

Central Office - 3: USD 338 is requesting \$121,500 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 338. Each employee that qualifies will receive three \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 2nd semester of the 22-23 school year. These payments will also be available at the end of the 1st and 2nd semesters of the 23-24 school year.

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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.

<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>	\$4,500
<b>Total Expenditures</b>	<u>\$4,500</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**

Social Security

**Account Number**

66-1000-220

**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**

Central Office - 3 SS: Social Security for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$344**Total Expenditures** \$344**Status**

Task Force Review

Line Item ID: 338-3-0016

**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**

Unemployment

**Account Number**

66-1000-20

**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**

Central Office - Unemployment for premium pay, or retention incentive pay

**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: 338-3-0017

**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**

Retention/Incentive Pay

**Account Number**

66-1000-100

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

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

Principals - 2: USD 338 is requesting \$121,500 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 338. Each employee that qualifies will receive three \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 2nd semester of the 22-23 school year. These payments will also be available at the end of the 1st and 2nd semesters of the 23-24 school year.

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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.

<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>	<u>\$3,000</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**

Social Security

**Account Number**

66-1000-220

**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**

Principals - 2: Social Security for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$230**Total Expenditures** \$230**Status**

Task Force Review

Line Item ID: 338-3-0019

**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**

Unemployment

**Account Number**

66-1000-260

**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**

Principal - 2 Unemployment for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$3**Total Expenditures** \$3**Status**

Task Force Review

Line Item ID: 338-3-0020

**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**

Retention/Incentive Pay

**Account Number**

66-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Secretaries - 2: USD 338 is requesting \$121,500 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 338. Each employee that qualifies will receive three \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 2nd semester of the 22-23 school year. These payments will also be available at the end of the 1st and 2nd semesters of the 23-24 school year.

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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.

<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>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 338-3-0021

**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**

Social Security

**Account Number**

66-1000-220

**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**

Secretaries - 2: Social Security for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$230**Total Expenditures** \$230**Status**

Task Force Review

Line Item ID: 338-3-0022

**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**

Unemployment

**Account Number**

66-1000-260

**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**

Secretaries - 2 Unemployment for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$3**Total Expenditures** \$3**Status**

Task Force Review

Line Item ID: 338-3-0023

**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**

Retention/Incentive Pay

**Account Number**

66-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Custodial - 6, Cary, Tom: USD 338 is requesting \$121,500 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 338. Each employee that qualifies will receive three \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 2nd semester of the 22-23 school year. These payments will also be available at the end of the 1st and 2nd semesters of the 23-24 school year.

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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.

<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>	<u>\$9,000</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**

Social Security

**Account Number**

66-1000-220

**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**

Custodial - 6, Cary, Tom: Social Security for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$688**Total Expenditures** \$688**Status**

Task Force Review

Line Item ID: 338-3-0025

**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**

Unemployment

**Account Number**

66-1000-260

**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**

Custodial - 6, Cary, Tom- Unemployment for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$9**Total Expenditures** \$9**Status**

Task Force Review

Line Item ID: 338-3-0026

**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**

Retention/Incentive Pay

**Account Number**

66-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Bus Drivers - 7, Melvin: USD 338 is requesting \$121,500 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 338. Each employee that qualifies will receive three \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 2nd semester of the 22-23 school year. These payments will also be available at the end of the 1st and 2nd semesters of the 23-24 school year.

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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.

<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>	\$10,500
<b>Total Expenditures</b>	\$10,500

**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**

Social Security

**Account Number**

66-1000-220

**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**

Bus Drivers - 7, Melvin:Social Security for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$803**Total Expenditures** \$803**Status**

Task Force Review

Line Item ID: 338-3-0028

**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**

Unemployment

**Account Number**

66-1000-260

**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**

Bus Drivers - 7, Melvin Unemployment for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$11**Total Expenditures** \$11**Status**

Task Force Review

Line Item ID: 338-3-0029

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention/Incentive Pay

**Account Number**

66-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Cooks - 3: USD 338 is requesting \$121,500 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 338. Each employee that qualifies will receive three \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 2nd semester of the 22-23 school year. These payments will also be available at the end of the 1st and 2nd semesters of the 23-24 school year.

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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.

<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>	\$4,500
<b>Total Expenditures</b>	<u>\$4,500</u>

**Status**

Task Force Review

Line Item ID: 338-3-0030



**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**

66-1000-220

**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**

Cooks - Social Security for premium pay, or retention incentive pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$344**Total Expenditures** \$344**Status**

Task Force Review

Line Item ID: 338-3-0031

**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

**Account Number**

66-1000-260

**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**

Cooks - 3 Unemployment for premium pay, or retention incentive pay

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

Task Force Review

Line Item ID: 338-3-0032

**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**

Program Improvement Services

**Account Number**

66-1000-600

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

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

Intervention Materials - Evidence Based. The district has or is in the process of purchasing assessment materials and intervention curriculum materials to address student learning loss to the most impacted subgroups (students with disabilities, foster children, students experiencing homelessness and students of poverty) due to COVID 19. All of these are evidence based practices that are on the Kansas State Department of Education "Approved" list. These include:

- \* LETRS
- \* Pre ACT
- \* Heggerty Phonemic Awareness
- \* 95 Percent Group
- \* Read Naturally
- \* Animated Literacy

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,050
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$10,050

**Status**

Task Force Review

Line Item ID: 338-3-0033

**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**

Professional Dev

**Account Number**

66-1000-100

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - 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**

LETRS training - Professional Development in LETRS for Pre K through 3rd grade teachers who provide direct instruction to students 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>	\$4,000
<b>Budgeted Expenditures in SFY 2024</b>	\$4,025
<b>Total Expenditures</b>	<u>\$8,025</u>

**Status**

Task Force Review

Line Item ID: 338-3-0034

**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**

Summer School Salaries

**Account Number**

66-1000-100

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Summer School Salary - Summer School 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 year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,850
<b>Budgeted Expenditures in SFY 2024</b>	\$1,850
<b>Total Expenditures</b>	<u>\$3,700</u>

**Status**

Task Force Review

Line Item ID: 338-3-0035

**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**

Social Security

**Account Number**

66-1000-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Summer School Social Security

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$142**Budgeted Expenditures in SFY 2024** \$142**Total Expenditures** \$284**Status**

Task Force Review

Line Item ID: 338-3-0036

**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**

Unemployment

**Account Number**

66-1000-260

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Summer School Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$2**Total Expenditures** \$4**Status**

Task Force Review

Line Item ID: 338-3-0037

**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**

Program Improvement Services

**Account Number**

66-1000-600

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

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

USD 338 is requesting \$765 for the purchase ReadnQuiz which covers the hosting fee (\$325), 160 students (\$240), and one time setup fee (\$200). This purchase will be used to address learning loss among students, including vulnerable populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$765
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$765</u>

**Status**

Task Force Review

Line Item ID: 338-3-0038

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Program Improvement Services

**Account Number**

66-1000-600

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

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

Classroom Materials for most vulnerable populations that are not on approved evidence based practices list: Total of \$577.06  
 wipe off multiplication board (2 of these). <https://a.co/d/7xyjrgP>. (\$7 each)  
 number lines. <https://a.co/d/hYid3Qf>. (\$7.57)  
 dry erase number line (2 of these). <https://a.co/d/btgWhXF>. (\$9 each)  
 hundreds chart. <https://a.co/d/52FVt30> (\$10)  
 multiplication chart hands-on <https://a.co/d/1zDm4zL> (\$8.50)  
 addition flash cards. <https://a.co/d/avl1kt1>. (\$15)  
 multiplication flash cards. <https://a.co/d/6wDu99e> (\$20)  
 12 Decodable Readers: 15 Short Vowel Phonics Decodable Books for Beginning Readers Ages 4-7 Developing Decoders (Set 3) Staple \$20x12=\$240  
 2 Board Geeks Mini Dry Erase Board Lapboard 9"x12"- 25 Portable Student White Boards for Students, Children | Double Sided Dry Erase Lapboards (25 Pack) \$80  
 2 Scribbledo 24 Pack Dry Erase XY Axis Graph Lap Boards 9" X 12" for Student and Classroom Use, Math White Board - Double Sided White Boards with 24 Erasers Included \$89.99= \$180

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$577
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$577</u>

**Status**

Task Force Review

Line Item ID: 338-3-0039

**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**

Outdoor Classroom

**Account Number**

66-2600-610

**Function Code**

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

**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**

(13) USD 338 is requesting \$28,342 for the purpose of creating an Outdoor Classroom for all students and staff to have available to use. The outdoor classroom will be located east of our new Greenhouse that is being paid by our successful bond issue. It will be between the Greenhouse and our outdoor basketball courts. The bond issue will pay for the concrete floor slab for the classroom and earthwork for the site, but not for anything else. Requested ESSER III funds would pay for a shade structure for the outdoor classroom, student tables, and a whiteboard. The outdoor classroom measures 25x30 feet which is 750 square feet. This will provide plenty of space for our students and staff. Allowing for 20 square feet per person, this structure could have almost 38 students. None of our classes are anywhere close to that number, but classes could combine if needed. The outdoor classroom will be located within easy walking distance of both our high school and our pre K - 8 building. This classroom will be available for all students and staff in grades PK through 12. The outdoor classroom addresses a COVID-19 need by providing a school facility improvement to enable operations of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Rationale and benefits for an outdoor classroom: <https://naaee.org/news/press-room/naaee-releases-guidance-school-reopening-how-environmental-educators-and-learning>

NAAEE (North America Association for Environmental Education) Releases Guidance for School Reopening: How Environmental Educators and Learning Outdoors Can Help!

- \* Environmental educators and programs can help support and transform teaching and learning in challenging times
- \* Outdoor classrooms offer opportunities for newly-reopening schools and districts
- \* Classroom capacity can be expanded with environmental education programming

From: <https://www.out-teach.org/what-we-do/professional-development/>

Experiential Outdoor Lessons help students:

- \* Apply knowledge and skills in innovative and engaging ways
- \* Be active learners in a setting that supports all learning styles
- \* Build relevant and meaningful connections to the larger world

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$28,342
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,342</u>

**Status**

Task Force Review





# ESSER III APPLICATION FOR D0360

**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>
Caldwell	22 N. Webb St., Caldwell, KS 670221458	22 N. Webb St., Caldwell, KS 670221458
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Alan Jamison	ajamison@usd360.com	(620) 845-2585

## 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>
Alan Jamison	Superintendent	ajamison@usd360.com	(620) 845-2585
<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>		
Skyler Mendez	smendez@usd360.com		
<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>		

## Plan for Safe Return

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

[https://www.usd360.com/311892\\_2](https://www.usd360.com/311892_2)

## Use of Funds for CDC Guidance

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

USD 360 Caldwell Schools plans to use ESSER III Relief Funds to focus on student learning loss incurred during the pandemic when school was not in session, was online, or in a hybrid mode. We also will be addressing social emotional issues with students as well as focusing on parent and community engagement with the school and staff members.

We have noticed in the past two years some changes in our school and community. We have addressed our school environment in doing the best we could medically and now are shifting the focus to academic and rigor, social emotional issues that have come up as well as attendance issues due to various issues that we are trying to identify.

We were a district that followed CDC guidelines as they were given to us to keep students and staff safe. Last year we were involved in the KDHE grant that provided testing materials for students and we believe that made a difference in not having to go remote or hybrid during the 2020-21 and the 2021-22 school year. We feel our Stay to Learn and our Stay to Play Plan that involved testing was the best thing we can do to keep staff and students safe. We are still part of the KDHE grant and this year will have access to send at-home tests to families should they elect not to take COVID tests at school. The monitoring of symptoms will be a major focus for staff. Our school nurse and additional staff were involved in the testing program. We continually monitor information sent to us on the status of the virus and what we can do to mitigate it in our school and community.

## 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

Surveys and Student Council. Our staff during the accreditation process has monitored students through the use of surveys to get student climate results. Students also can voice their concerns to student council representatives. Building administration is in contact with student council leadership and other staff members to discuss areas of concern at staff meetings and in-services. Over the past two years and a couple of changes in secondary administration and staff we have noticed that our climate has changed and is indicated on surveys and with referrals to the office for behavior issues and the rise in chronically absent students.

The past two years we have had afterschool programs as well as summer school to address learning loss. We will continue to offer those options, but because of some of the challenges of getting students to stay after school or come in during the summer we are electing to set up intervention classes or times with students during the school day. We are also offering leadership classes for students to show the importance of being at school and for students to take the lead in making our schools better for all students.

Our recreation commission has been involved with our students and have become a part of our programs both after-school and in the summer and we feel like this year when we worked together this summer we saw some positives especially with positive parental engagement.

The administrative teams in both the elementary and secondary buildings met with students in the buildings to discuss ESSER plans to get feedback. Students in both buildings participated in online surveys which were open to all students who wanted to respond. The surveys were sent out via school email to MS & HS students and were discussed with the administrative teams to each class in the elementary. Students responses were to provide multiple opportunities to allow student choices and to discuss with student leaders and student councils ways to use ESSER funds in the buildings. Extended learning days or using one to one opportunities were the most received answers. We have looked at ways to provide more options for students in our plan.

### Families

In the fall of 2021 we surveyed parents and patrons about what they thought would be the best ways to address learning loss. The results should that the majority of the people who responded thought that we could address our learning loss with after school programs. Before COVID we had almost 50% of our elementary students attending an after-school program. This year is dropped to around a 30% attendance rate. Many of the respondents also were concerned on whether we were wearing masks or not and also had concerns about our Stay to Learn - Stay to Play policy.

A second survey went out this spring and through the data at looking at other options since learning loss was not getting addressed after school because of attendance we have come to the conclusion that we need to hire additional personnel to work with student during the school day to address the issues that we are seeing.

Our plan is to add staff to help coordinate intervention classes during the day for K-8 students. ESSER III money will be used for the additional staff. We are moving this way because we have not met the needs of all of our students through summer school or after-school programs and we hope that more attention to the students during the day will help them make the gains that they need to get back up to grade level and up a level or two on state assessments.

Surveys, Site Council, Open Board Meetings, and Parent Teacher conferences were used to gather information.

Parent Teacher conference attendance has been declining at the secondary level as the elementary has remained steady.

After two years we were able to have a back to school night and had a great turnout. School information on what we were doing for students was shared and we hope that this will be the first step of getting back to better student-parent-staff communications.

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

USD 360 is a member of SPED Interlocal 619. It includes five school districts in Sumner County. The school superintendents meet monthly to discuss interlocal issues and identify areas to best serve the needs of our student bodies.

Data is collected and discussed on state and local assessments for students. Parents of special education students were given the opportunity to provide feedback on parent surveys. This information has been used to establish a southern end of the county functional classroom to decrease the caseload of all students being in one building. Other cooperative programs have been established by the interlocal and several of those include new programs in cooperation with USD 353 Wellington. All administrators and members of the administrative team participated in the development of the plan. Those members were the superintendent, two building principals, at risk coordinator and counselor. We also discussed our plan with our interlocal SPED administrators to get their input on special needs students. These teams contributed their thoughts and ideas for our plan and also took into consideration things that we were seeing in the classrooms and what teachers felt like would benefit students with multiple learning options. Focus was to look into classroom interventionists as well as providing for a full-time at-risk coordinator, and a full-time counselor. They group also added some time for the Title I teacher to work with students and to make changes to the SEL programs in each building. Cleanliness of the buildings and air purification systems were also brought up and implemented. An additional custodian was hired in the process. Interventions during the day, after school, or in the summer were all put in place and are part of our ESSER plan.

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

Over the past two years our administration and staff have worked together to try and meet all of the obstacles thrown at us with COVID and all that has went along with it. As stated earlier we felt limited success with our after-school and summer programs. While beneficial to some of our students we will look to keep those going but also incorporate some other learning in with the programs. The staff input said to find staff, time, or both to try and address our learning loss and social emotional concerns during the day. So we have added staff to be interventionists in grades K-8 and we will also be monitoring the high school students who may be struggling individually. We have these discussions at staff meetings, in-service days, SIT team meetings, and at other times when we meet during the school year. With a large turnover in the teaching staff the past two years these meetings have been more critical in trying to get everyone up to speed.

Supplemental materials and curriculum alignment is an important piece of setting up our intervention programs and funds will be used to help pay for need materials.

USD 360 has a teacher organization that meets during negotiations, but there is no union. Being a small school all staff members are involved in discussing items including options, ideas, and thoughts for the use of ESSER funds.

### **Tribes**

Our district and building leadership teams went through the list of students and identified those families that were identified as Native American. Because we are close to the Oklahoma border we reached out to several tribes that were named as possible contacts in our county. We had one tribe respond and review our letter of what our plans were for the use of our ESSER III money. The response was a thank you for sharing with them so we contacted parents of identified students individually to set up a time to meet or to take our survey to get their input on our plans to address learning loss and social emotional issues we have noticed in the school. The number of students who identify themselves as Native American are around 2% of our student population. Of the families that responded, we felt like the issues with after-school and summer school were similar to what we were hearing from other families/groups and that addressing issues in school would be the best way to proceed.

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

Our community and our county has very limited resources to address civil rights and disabilities. So we sent out letters, emails, and made phone calls to the United Way of the Plains, Kansas Action for Children, and Disability Rights for Children. The belief here is that because these groups have been bombarded with letters, calls, and emails from almost all the districts in Kansas in this process that the response I received was sincere, but a form letter response thanking us for including them and that they supported any plans to assist the children that they might work with in the process. We do have one local county organization, Futures Unlimited that our school works with also responded and expressed their support for anything our district can do to address the needs of the students that both of us work with now or in the future.

While the responses were generic, we will still implement supports for all of our students and believe that they will benefit all student populations in our school district.

Stakeholders representing the interests of children with disabilities were part of the surveys, but were communicated with separately by the building leadership teams to gather their input on the ESSER plans. Our plans along with our SPED interlocal partners will provide interventions in our plans to assist students with summer school programs and other support needed in the intervention strategies that we use.

### **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 surveys have tried to address all the student populations that we have or currently serve. Our administrators work with staff to target the students in these populations on what ways they feel are the best to help them. Parents or guardians are communicated with about educational plans. As with most districts in Kansas we have emphasized individual learning plans for all student and are trying to tailor what we do to meet those plans. Our school district has several students in foster care or are classified as homeless. Not only is Title 1 money used to meet student needs for homeless, but our patrons see to it that our buildings are able to cover any other needs that these students have. We are part of an Interlocal for our SPED students, we are the home of the southern tier of schools in the county for a functional program so the cooperation between all of the five schools in our interlocal is important and we communicate with each other on how to address the issues associated with COVID for all the students. Currently we do not have any Migrant or ESL students, but would be ready to put plans in place if needed. At-risk funds are used to address students and we feel the new staff support via ESSER III that we are hiring will help all of our students especially those who are identified at-risk.

English Learners we do not have any. Children experiencing homelessness are communicated with by counselors and at-risk coordinators to seek out their needs and to see what they might need. After school programs were an area that those students preferred because of snacks and a place to be after school. Children in foster care were communicated with by administration and many of these students live with foster parents who also have their own children in school. No migratory students. No children who are incarcerated. Because we are a small school and met with students, parents, guardians, etc. individually rates were high we had good feedback from these groups. Access to internet for homeless was a concern and we worked with local telephone company to help with access. Having one to one in the school makes these students feel better served having this access. We continue to monitor these students and their feedback is represented in our ESSER plan.

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

Surveys sent out via email, school website, and at parent teacher conferences. Newsletters were also sent home with information and our parents and patrons were encouraged to contact school administration or school board members with input. We feel like that we have worked closely with our families and our students throughout the pandemic. No doubt have we encountered problems, but we feel that this money will help communications with parents and to get back to where we were prior to the start of all of this. We have shared information of what we have been doing and taken the necessary steps to provide a safe and secure learning environment for students and staff. To the best of our ability we have tried to engage with our parents and patrons to help us develop this ESSER III support plan. We conducted surveys, made phone calls, held meetings in a safe environment, and have continually discussed this topic and the importance of what we can do to best help our students. Through our Site Councils, Student Council Meetings, assemblies, and Parent Teacher Conference we have tried to obtain as much feedback possible over the past two years to come up with this plan to help our students. The majority of our surveys that were returned came from parents or guardians - 76%. Again our public was more concerned about mask mandates on our initial surveys than what steps to take to help with learning loss.

Second survey link is below.

<https://docs.google.com/forms/d/1isVQeRfuYft1UdzrQDiiqKP2VvCf1sS1hnAyVctr5HM/edit?ts=6283e659>

## **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.**

Special population-at-risk has increased from 145 to 170 students district wide in 2022.

We have increased the number of Level 1 and Level 2 percentages on state assessments.

Increase in the number of referrals to outside counseling services.

Increase in the number of office referrals for negative behaviors.

Increase in the number of students who are chronically absent.

Increase number in preschool programs/Early Childhood Services.

**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 360 will use the evidence based strategies and curriculum below to address lost instructional time. USD 360 will also provide summer school and credit recovery.

Accelerated Reading, ACT-Aspire Administer Ages & Stages Questionnaires Social Emotional Second Edition, Administer Ages & Stages Questionnaires Third Edition, After school homework assistance, Champs, Check In/Check Out System, Class Dojo, Co-Teaching, Conscious Discipline, Cooperative Learning: Kagan Strategies, Credit Recovery, Crisis Intervention/Trauma Informed, Easycbm, Fastbridge Learning Program, Frog Street, Go! Math, Guided Practice, Guided Reading, I Do, We Do, You Do Modeling, IXL, MakerSpace for STEM Math, CBM Math Facts, Math Fluency practice, Multi-Tier System of Supports, Moby Max, Newsela, Parents as Teachers ,Pathways, PBL, Positive Behavior Interventions & Supports, Reduced Class Size, Restorative Practices, Sanford Harmony for Social Emotional Learning, School Mental Health Initiative, Second Step, Summer School, Wonders Reading, Words Their Way, Xello, Zearn Math, and Zones of Regulation

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

USD 360 will use remaining ESSER funds to support the salaries and benefits of additional staffing, social-emotional issues and curricular needs to address COVID related learning loss and other related needs. USD will also update core and intervention curriculum. The district will partner with the recreation commission to provide after-school and summer programs for elementary 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 360 will monitor student progress of all students using MTSS, state assessments, local assessments and behavior and attendance reports. Because we are in the second accreditation cycle we have learned that the monitoring of students and collecting data is important not only by class, but especially data on individual students. Using the data to make changes to improve and enhance learning is also important to this process. Every Student Every Day is how we intend to implement our interventions to address our issues and we will use our data to make sure ALL student needs are being addressed.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$454,244	\$0	\$454,244	ESSER III Allocations	\$90,849
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$454,244	\$0	\$454,244	Amount Still Needed	\$90,849
In Review Total	\$454,244	\$0	\$454,244	In Review Total	\$95,000
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
360-3-0001	Direct	True	1000	110	12	\$40,000	Task Force Review
360-3-0002	Direct	False	1000	220	16	\$9,920	Task Force Review
360-3-0003	Direct	False	1000	260	16	\$160	Task Force Review
360-3-0004	Direct	False	1000	222	16	\$2,320	Task Force Review
360-3-0005	Direct	False	2200	320	3	\$5,000	Task Force Review
360-3-0006	Direct	False	2600	618	7	\$50,000	Task Force Review
360-3-0007	Direct	False	2680	120	13	\$15,000	Task Force Review
360-3-0008	Direct	False	1000	736	9	\$75,000	Task Force Review
360-3-0009	Direct	True	2200	320	12	\$15,000	Task Force Review
360-3-0010	Direct	False	2620	122	16	\$50,000	Task Force Review
360-3-0011	Direct	False	2100	320	16	\$57,844	Task Force Review
360-3-0012	Direct	False	2000	111	10	\$40,000	Task Force Review
360-3-0013	Direct	True	1000	110	12	\$40,000	Task Force Review
360-3-0014	Direct	False	2000	110	16	\$40,000	Task Force Review
360-3-0015	Direct	False	1000	200	16	\$14,000	Task Force Review

## Line Item Details

Line Item ID: 360-3-0001

**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 GRANT

**Account Number**

88

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

The district hired additional staff to implement classes for students who are not on grade level. Some of this learning loss may be due to the time out of school due to COVID and some of this may have been for other reasons. \$40000-K. Wylie - Added this teacher for 6th grade to help transition from elementary to middle school we noticed learning loss and possible issues with moving from teacher to teacher. While they move for PE, Music, Math, & Science, they are in the room for the rest of their instruction.

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

Task Force Review

Line Item ID: 360-3-0002

**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**

88

**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**

Social Security for Certified Staff

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$9,920
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$9,920
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**Status**

Task Force Review

Line Item ID: 360-3-0003



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

88

**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 Certified Staff

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$160**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$160**Status**

Task Force Review

Line Item ID: 360-3-0004

**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**

88

**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**

Medicare for Certified Staff

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,320**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,320**Status**

Task Force Review

Line Item ID: 360-3-0005

**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**

88

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

320 - Professional-Education Services

**Allowable Use**

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

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

Professional Development-We have had a turnover in staff the past two years and have sent to to trainings during the school year and during the summer to be able to help implement programs in the classroom and with remedial programs. We anticipate more staff turnover in the future and will use this line to continue to train staff or to bring in outside support for teachers.

Two staff members will be trained on a new online program for virtual students and adult learners - switching from Odysseyware

Three staff members working on the interventions for K-8 students will be trained in new learning programs and data collection. Go Math, Newsela, Second Step,

Two principals will be trained on programs and data collection. Second Step

Student support services and counselor will be trained on assessments and data collection.

<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>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

88

**Function Code**

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

**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 & Materials-Not only because COVID not gone, but with other airborne illnesses we have purchased air purifiers that will need filters as well as other cleaning supplies to keep the classrooms clean. This will be a rough estimate. We currently have 36 units in our buildings and need to order about 5 more at \$800 each to make sure all areas are covered. If we get the new systems we will need 25 filters at \$89 each, 15 filters at \$69 each, and 6 filters at \$100 each that are replace three times a year.- \$11,000

Contract with HVAC company to change filters, clean units, and monitor scrubbers - \$5,000

Cleaning chemicals at for desks and surfaces - \$8,000

Mops, buckets, towels misc. - \$5000

Carpet cleaner chemicals - \$4000

Purchase additional Air Purifiers - \$10,000

Repair & Replace scrubbers & carpet cleaners-\$7000

**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

**Allocation Type**

Direct Allocation

**Is this Item 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**

88

**Function Code**2680 - Other Operation and  
Maintenance of Plant**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**13 - School facility repairs and  
improvements to enable operation of  
schools to reduce risk of virus  
transmission and exposure to  
environmental health hazards, and to  
support student health needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hazard/Premium Pay for Non-Certified-Custodial staff that works extra hours for cleaning rooms - dealing with HVAC and Air Purification systems.

We have 4.5 custodial staff member who will each get \$3,333 in hazard pay or for extra time put in cleaning the facilities and the air systems in the buildings and rooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,000</u>

**Status**

Task Force Review

Line Item ID: 360-3-0008

**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**

88

**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-Purchase of Chromebooks, Ipads and related software. For use in classroom and should the need arise to go to online learning.

It is anticipated that Elementary - 120 and MS -50 that we will be replacing those units at \$400 each or around \$68,000. We do not know availability for delivery or for sure how many will finally need to be replaced.

Some replacement ipads may need to be purchased at \$800 a piece, but we are still gathering information on that so this line will be a 2024 line item.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Task Force Review

Line Item ID: 360-3-0009

**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**

88

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Training for staff on new supplemental programs to be used for working with students during the school day or through after school or summer school programs.

We have multiple days on our calendar - 9/14, 10/19, 11/9, 12/7, 1/4, 2/8, 3/29, and 4/19 set aside for professional development. We also have an agreement with our service center, Orion, that sends down staff to train us on site on some of these dates, Some training will be with using data from some of the assessments that we are using. Students have been identified from these or other assessments over the previous two years and this school year.

Other dates will be when service centers offer trainings and those are unknown until they put out a schedule or notify 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>	\$0
<b>Total Expenditures</b>	<u>\$15,000</u>

**Status**

Task Force Review

Line Item ID: 360-3-0010

**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**

88

**Function Code**

2620 - Maintenance of Buildings

**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**

Custodial Needs-Cleaning supplies to maintain buildings. Using several staff to work in multiple buildings and areas.

Hired one employee that works in our custodial department-\$15,000

Four other custodial staff members at \$8,750 each.

<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 ID: 360-3-0011

**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**

88

**Function Code**

2100 - Support Services (Students)

**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**

Student Support Services for Students-Keep classroom district aides employed to help with school MTSS and other supplemental programs implemented to assist teachers and students.

One PreK support staff member - \$13922

Two elementary staff support members - \$6,000 each

One staff member working with our virtual and online program - \$13922

One part-time support staff member working K-12 - \$9000

One part-time support staff member working 9-12 - \$9000

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

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

**Budgeted Expenditures in SFY 2023** \$57,844

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

**Total Expenditures** \$57,844

**Status**

Task Force Review

Line Item ID: 360-3-0012

**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**

Guidance Services

**Account Number**

2120

**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**

\$40000-B. Smith-Full time counselor added to help with student mental health and to help with student data.

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

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

**Budgeted Expenditures in SFY 2023** \$40,000

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

**Total Expenditures** \$40,000

**Status**

Task Force Review

Line Item ID: 360-3-0013



**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**

360-3-001

**Account Number**

1000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

The district hired additional staff to implement classes for students who are not on grade level. Some of this learning loss may be due to the time out of school due to COVID and some of this may have been for other reasons. \$40000-A. Belmear-Her job is K-8 interventionist and she is also coordinating K-8 MTSS groups.

<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**

Task Force Review

Line Item ID: 360-3-0014

**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**

360-3-001

**Account Number**

1000

**Function Code**

2000 - Support 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**

\$40000-D. Schmidt - Students in MS who are identified as being behind on local and state assessments are assigned to classes to address the areas where they are behind. She also works with HS students in career explorations and leadership classes to help with our social emotional needs.

<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**

Task Force Review

Line Item ID: 360-3-0015

**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**

360-3-001

**Account Number**

1000

**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**

Benefits for employs- D. Schmidt, A. Belmear, and K. Wylie

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14,000**Status**

Task Force Review

# ESSER III APPLICATION FOR D0371

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>
Montezuma	103 W. Sunnyside, Montezuma, KS 678670355	Box 355, Montezuma, KS 678670355
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Jay Zehr	<a href="mailto:jay@usd371.org">jay@usd371.org</a>	(620) 846-2283

## 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>
Jay Zehr	Superintendent	<a href="mailto:jay@usd371.org">jay@usd371.org</a>	(620) 846-2283
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Kaylee Coles		<a href="mailto:kaylee@usd371.org">kaylee@usd371.org</a>	
<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.usd371.org/documents/quick-links/covid-19-information-page/251219>

## 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?**

Mitigation strategies for the use of ESSER-III funds will be designated to the areas of learning loss and student health and well-being. The district has employed a PK-5 and 9-12 Intervention Specialist whose primary job is developing intervention plans and collaborating and directing teachers in the protocol of implementation for students designated as having experienced or is experiencing academic learning loss due to COVID-19. Our interventionist works directly with students, staff, Tier III students, and At-Risk students addressing specific academic needs. Additional duties include administering our MTSS program and reviewing data to determine intervention strategies for grades 9-12. The second mitigation strategy was to employ a full-time school nurse. Prior to COVID-19, the district has never employed a school nurse and had relied on teachers and administrators to make health decisions and handle all student health needs. The job description of our school nurse includes the everyday functions of student health needs, attending professional development and sharing knowledge with our staff, collaborating with Gray Co. Health Department and the KDHE, maintaining records, administering vision and screening, working with administration on health and safety measures for the district, and monitoring everything that deals with COVID!

# Stakeholder Engagement

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

## Students

A survey was made available to all students to acquire their input on the use of ESSER III Funds. The survey was a Google Form in which students could access through a link on our district's website. 53% of the HS students completed the survey. The elementary students were visited face to face as a group to discuss the use of ESSER III funds. The upper elementary students interacted with limited discussion. Our JH students attend school at USD #476 therefore they were asked to complete the survey in the district of attendance. The results indicated that most students had little concern about the impact of COVID. This may have to do with our district not having to remote learn and very few of our students missed school because of COVID. The did support the idea of providing intervention and support for students who are academically challenged. The two areas students felt strongly about were providing additional help for struggling students and having structured interventions for students during the school year. They also affirmed the importance of having a school nurse available to address all issues related to COVID-19.

## Families

A survey was made available to all district stakeholders to seek their input as to the use of ESSER III funds. The survey was made public through publication in the local newspaper as well as on social media notifying the stakeholders how to access the survey on the school district's website. 43 responses were collected via the community survey. The survey was a Google Form similar to the student survey mentioned above. Feedback was also received through the district's site councils. Providing academic support by supporting intervention strategies was an important priority. Feedback demonstrated the importance of academic support and student health. Support for continued summer school and after school programs was indicated as well. Patrons indicated strong support for continued employment of the invention specialist who can address academic needs and instructional strategies.

## School and District Administrators including Special Education Administration

The district is a member of the High Plains Educational Cooperative which provides for the needs of our special education identified students. Administrative meetings were held to address areas of possible learning loss for all subgroups. Strategies discussed included the use of the district's intervention specialists, data acquisition and interpretation for high school students, academic support, student health and well being, and closing the gap due to possible learning loss. The HPEC administration and the HPEC Board of Directors met with superintendents within our HPEC Coop to collaborate with ideas how to use ESSER III Funds that would be of the most benefit to our students. HPEC agreed to assist in our summer school program, professional development, and provide emotional support strategies.

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

Principals, teachers, school staff, Montezuma Teachers Association, and the USD #371 Board of Education have all been instrumental in acquiring input through surveys and meetings. These groups include our Building Leadership Team meetings, District Leadership meetings, Site Councils, numerous school board meetings, and our KESA accreditation team. The focus was how to prioritize the use of ESSER III funds. This group includes the people that work on the front line and the most knowledgeable as the direct and specific needs of our schools and students. The after numerous meetings and discussions, the consensus was to maintain employment of an intervention specialists and a school nurse. The interventionist was required to revamp our summer school program, Tier 3 MTSS specialist, plan developer for K-12 intervention strategies and professional development. The need for a school nurse was imperative as a central control professional that was knowledgeable in all aspects of COVID. Prior to COVID the district did not employ a school nurse. The use of ESSER II funds allowed the district to employ an RN which has allowed the administration to focus on academia and lessen the burden of addressing daily student health needs. ESSER III will allow the district to continue to employ our school nurse.

## Tribes

Montezuma USD 371 does not have any recognized tribal groups in our area. The community survey included a space for patrons to indicate if they were affiliated with a tribe. One individual responded with an affiliation to a tribe and indicated they have do not have a child enrolled in school. Their response indicated that structured educational interventions, the physical and mental health of students and staff, and the need for support for specific populations were of high importance to them.

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

Montezuma USD 371 does not have any identified Civil Rights or Disability Rights Organizations in our area. The community survey included a space for patrons to indicate if they were associated with said organizations. The district reached out to the Kansas Action for Children for consultation and as of today they have not responded.

## **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**

Each of the stakeholder groups mentioned in the engagement question were represented in the community wide survey. The district received a limited number of responses. The district does have a small ESL population consisting mainly of German Mennonite families that speak Low German and English. There are no identified homeless families, no students in foster care, three migrant students, and no incarcerated children. The ESL (38% of our student population) and children with disabilities (11% of our student population) are the two stakeholder groups that make up this majority of this section. Parents were communicated with about the ESSER III Plan. The survey feedback included the desire to continue to identify interventions and manipulatives for struggling students and the safety of students due to COVID-19. The district has employed a school nurse for the first time to ease parental concerns of student health. In addition, the district employed an Interventionist Specialist who has acquired the highest level of Dyslexia Training. The BOE made this a priority and is committed to sustaining these positions when the ESSER III funds are no longer available. The majority of stakeholders were supportive of interventions for students with academic loss, safety of student health, and recruiting and retaining highly qualified teachers.

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

The community wide ESSER III survey was made available to every patron in the district. This survey was made available through social media and the district website. The discussion of ESSER III and the use of said funds has been discussed at board meetings amongst board members and administration. The survey results and various other methods of input were included in the discussion and used to narrow the scope and direction the board proceeding with in the use of funds.

## **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 dramatically changed our world and the world of our children. March of 2020 USD 371 and USD 476 left for spring break and never returned for the school year. Teachers and students met via Zoom, learning packets were hand-delivered, and sack lunches were provided to families. The following year our districts remained in person with masks and screens set up for safety.

Our English language learners and students with dyslexia or other special learning disabilities have struggled as the learning gap has widened in the last few years. We are especially focusing our energy and resources on those students who lost such essential early learning time due to COVID-19.

The district employed a reading interventionist who has been trained in trauma informed instruction, dyslexia, and Alphabet Phonics Literacy. The need for an interventionist was a direct result of review of data that indicated learning gaps were present in student achievement related to COVID-19. This position is full-time and she works with students in grades K-5 and 9-12 during the school year and also during summer break. She works with At-Risk students, ESL students, SPED students, and any other student who may have suffered learning loss due to COVID-19. Students of all sub-groups have the opportunity for services from our Intervention Specialists as the staff deems necessary. The Intervention Specialist will be responsible for directing the SIT Process K-5 and 9-12, MTSS Tier I core support, MTSS Tier II and Tier III SPED and ESL support, researching resources, manipulatives, and interventions for our teachers and paraprofessionals to administer to our students. USD 371 has purchased Fastbridge as our universal screener this year. Fastbridge screener is used to identify students who may have suffered a learning gap due to COVID-19. These screeners will include early literacy, reading, math and social emotional screeners to help impact our instruction and interventions for students. Leaders will use this data to work with teachers to coordinate goals to identify students at risk and make sure the needs of all our students are being met. The Intervention Specialist, in conjunction with teachers and administration, will coordinate professional development specifically addressing dyslexia and intervention strategies.

The district has revamped its summer school program to address the academic impact of the pandemic on our students. In conjunction with USD #476 we have identified 45 students who were recommended to the summer school program. The number of students identified showed an increase in summer school enrollment which we feel is a direct result of COVID-19. Certified teachers were employed to deliver instruction that targeted learning losses of students from all student subgroups. Individual teachers arranged for tutoring sessions throughout the summer to work with students. Evidence based practices such as phonemic awareness, intense vocabulary instruction, number concepts, problem solving process, and other explicit language and math instructional strategies.

**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)**

Collection of data and individual written plans continue to be a focus to progress monitor students who have been designated as having learning loss. This will ensure plans are implemented and teachers are aware of each student's needs and progress. SIT plans and individual intervention plans will be used to guide the staff in strategies used to provide additional academic and social/emotional support. High Plains Educational Cooperative will assist our intervention specialist and interrelated personnel to ensure appropriate plans and strategies are in place to address social and emotional needs of our special education students. Collaboration between our staff and HPEC will provide the means necessary to formulate the IEP's of our special education students. The Intervention Specialists and the district's counselor work together in the implementation of Fastbridge for data collection and implementing intervention strategies to address learning deficiencies. Fastbridge training and implementation was provided through Southwest Plains Regional Service center to all secondary and elementary staff members.

USD 371 provided summer school for students at USD 371 and USD 476. This program provides students the opportunity to participate in literacy activities, STEM challenges and building routines.

USD 371 has a Title I teacher/EL coordinator with Alphabetic Phonics literacy specialist training. Alphabetic Phonics is a research-based program and includes a multisensory curriculum based on Orton Gillingham instruction.

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

The remaining funds will be used to employ a full-time school nurse.

**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 371 and USD 476 have purchased Fastbridge as our universal screener this year. This screener will include early literacy, reading, math and social emotional screeners to help impact our instruction and interventions for students. Leaders from both districts will use this data to work with teachers to coordinate goals to identify students at risk and make sure the needs of all our students are being met.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$282,800	\$0	\$282,800	ESSER III Allocations	\$56,560
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$282,800	\$0	\$282,800	Amount Still Needed	\$56,560
In Review Total	\$282,800	\$0	\$282,800	In Review Total	\$149,741
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
371-3-0001	Direct	True	1000	110	12	\$149,741	Task Force Review
371-3-0002	Direct	False	2400	120	15	\$133,059	Task Force Review

## Line Item Details

Line Item ID: 371-3-0001

### 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 (ARP)

### Account Number

75

### 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**

Expenditures for the employment of an Intervention Specialists to include salary, health insurance, & employee benefits. The role of the Interventionists is a direct result of review of data that indicated learning gaps were present in student achievement related to COVID-19. Her responsibilities are focused on two subgroups (ESL and At Risk) but will include any subgroup in which a student has been identified as having suffered learning loss due to COVID-19. Additional duties include directing the SIT Process K-5 and 9-12, MTSS Tier I core support, MTSS Tier II and Tier III SPED and ESL support, researching resources, manipulatives, and interventions for our teachers and paraprofessionals to administer to our students who have suffered learning loss due to COVID-19.

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

**Budgeted Expenditures in SFY 2022** \$58,904

**Budgeted Expenditures in SFY 2023** \$59,837

**Budgeted Expenditures in SFY 2024** \$31,000

**Total Expenditures** \$149,741

### Status

Task Force Review

Line Item ID: 371-3-0002



**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 (ARP)

**Account Number**

75

**Function Code**

2400 - Support Services (School Administration)

**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**

Funds will be used for the salary, benefits, and health insurance for the school nurse position as a continuation of ESSER II. The nurse is responsible for all COVID-19 related issues to include monitoring, testing, and contact tracing.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60,909
<b>Budgeted Expenditures in SFY 2023</b>	\$62,736
<b>Budgeted Expenditures in SFY 2024</b>	\$9,414
<b>Total Expenditures</b>	<u>\$133,059</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0415

**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>
Hiawatha	706 South First St, Hiawatha, KS 664340398	P.O. Box 398, Hiawatha, KS 664340398
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lonnie Moser	Imoser@usd415.org	(785) 742-2224

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lonnie Moser	Superintendent	Imoser@usd415.org	(785) 742-2224

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Levi Thompson	thompson@usd415.org

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

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

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1331997/updted\\_9.21.21\\_USD\\_415\\_District\\_Plan\\_for\\_Safe\\_Return\\_to\\_In-Person\\_Instruction\\_and\\_Continuity\\_of\\_Services-converted.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1331997/updted_9.21.21_USD_415_District_Plan_for_Safe_Return_to_In-Person_Instruction_and_Continuity_of_Services-converted.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 415 plans to utilize ESSER III funds in a variety of ways to address learning loss and learning needs of all of our students. Our academic data after the COVID school closures and since re-opening reveal achievement gaps related to learning loss. The Hiawatha district plans to address continue our focus on learning loss and academic and social needs by continuation of recently-developed programming and the purchase of new resources and human capital. We will address our focus through intervention (academic and social-emotional) and through retaining optimal learning environments related to size and experiences. We plan to purchase evidence-based core curricular resources as well as research-based intervention resources. We will monitor individual and group achievement with research-based assessments and progress monitoring tools. USD 415 partners with TASN. Hence, we only purchase research/evidence-based core and intervention resources and assessments. USD 415 has been developing a robust multi-tiered system of supports. This not only requires previously-described resources, but also specialized professionals. We plan to continue employing academic interventionists and counseling/social work professionals to promote social-emotional learning and growth. USD 415 recognizes the efforts of all of our certified and non-certified staff during the pandemic and in the recovery phase. Our teachers--especially early-career teachers-- need more comprehensive support and professional development. We plan to create an early-career teacher academy that would occur outside of the school day and would address more targeted and intentional needs than typical teacher-mentor programming. USD 415 also recognizes the frequency of dysregulation in our students since the pandemic. We plan to re-purpose a room at our elementary school and staff it so that we can assist students who need help in self-regulation. Some of the uses in our plan are simply an extension of actions in our ESSER II plan. We

## 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 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:

- \*additional personnel and staff supports for academic intervention
- \* additional and enhanced technology for student use
- \*after school tutoring
- \* More personnel helping to direct students toward positive decisions (social-emotional learning/behavioral support)

Student leaders were eager to share their thoughts on improvements within our system. Although some suggestions are not allowable expenses for ESSER III most were very student-centered.

These findings and reflected within our ESSER plan.

### Families

We sought input from families via survey and focus group meetings with site councils and other groups. We also utilized superintendent groups. Allowable uses that garnered the most support were:

- \*Summer Learning Programs
- \*After School Learning/tutoring opportunities
- \*Additional staff for academic intervention

These suggestions are reflected within this ESSER plan

### School and District Administrators including Special Education Administration

Our administrative and leadership team includes our special education interlocal director. We meet regularly to review the needs of students, staff and special populations in our buildings and across USD 415. The meetings include reviewing data from the related surveys and focus groups. From these meetings, the following have been identified:

Extended learning opportunities via after school programming/ tutoring and summer programming  
Additional behavior supports  
Academic materials/resources for intervention  
Core academic resources  
Teacher professional development to support teacher growth  
Enhanced professional development and assistance for early-career educators  
additional technology for student use  
facility upgrades that support student health needs

These findings and reflected within our ESSER plan.

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

Development of this plan has encompassed input from a variety of stakeholders including, staff, students, parents, administrators, and local teacher organization representatives. We also met with grade level and departmental teams. What started as simply gathering input for the ESSER III plan often developed into other identified needs and opportunities for the district. Many of those ideas are reflected in our district improvement plans including:

- \* additional staff (interventionist and para support for in-class and remediation of learning loss)
- \*Summer Learning programs
- \*after school tutoring and enrichment
- academic learning interventions and resources with accompanying progress monitoring tools
- \*Improved learning resources for summer learning and enrichment
- \*continuation of certain special services (as per IEP) during the summer in conjunction with summer learning programming
- \*additional para professional for the dysregulation room (supporting students who are dysregulated)
- \*targeted professional development for early career teachers
- \*math intervention materials
- \*professional development/training for learning resources currently in use (re-training and training for new staff)
- \*Updated technology for delivery of instruction (smart boards, Ipads, laptops, speakers)
- \*Additional supplies/equipment for cleaning/sanitization
- \* additional water filling stations so that water fountains are no longer used

### **Tribes**

The superintendent met with the tribal council of the Iowa Tribe that resides within our district. They encouraged their members to complete our patron survey. They also shared their own ideas and a good exchange of information and opportunities was had. We are currently in the early stages (needs and qualification) of promoting a technology training program/opportunity for students in our high school. The tribal leaders expressed their own desire to assist USD 415 in providing resources for all students.

The superintendent also sought input from the tribal chief of the Kickapoo tribe. He has also proliferated the link for the survey to his members. Many of those members reside in the South Brown County school district, but several families do send their students to USD 415 Hiawatha.

### **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:

- Kansas Council on Developmental Disabilities
- ACLU 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 and be accessible to students with special needs or disabilities and serve student needs in an equitable manner.

- Additional personnel for academic intervention
- Additional behavioral support and interventions
- Expanded social and emotional learning and mental health services
- Increased teacher professional development

### **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 contacted the Kansas Council on Developmental disabilities. As of today, we have received no response. We also worked with and solicited input (in person, via phone or email) of underserved student groups including special education/special needs and foster care. Specifically, phone conversations with Kansas Department of Children and Families and TFI (foster care agency/contractor) took place. Responses from those stakeholders were very similar. Professional development for teachers and staff was cited. Specifically, they cited training needs for professionals as to how best to work with dysregulated students and students with oppositional defiance. Extended learning opportunities were also deemed as crucial. After-school tutoring, summer learning, and extended credit-recovery opportunities (foster care students) were all cited as being needed. Our district currently has no students identified as homeless. Nonetheless, our liaison contributed her encouragement for extended day and summer programming beyond the ESSER years. She deemed this as essential for those families and students. USD 415 currently has no migrant students. We do, however, have a small number of ELL students. In addition to our own ESOL- endorsed teachers, we have solicited input from a liaison in our community who works closely with/supports non- English speaking families in our community. The input she received supported the use of summer and after hours programming. Additionally, she is now working with some of our staff to help strengthen the home-school connection. This may include specific events and will promote clearer communication from school to home. Regarding social-emotional and career/vocational assistance, the needs for mentoring for students and the continuation of the J.A.G. program were specifically addressed. We will continue the new JAG program in the district. The same can be said for our Teammates mentoring program.

Our application reflects that input as well as our desire to provide these opportunities.

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

We had 260 patrons respond to the on-line survey. We promoted the survey opportunity several times. Additional personnel for behavioral and emotional support, and extended day and summer learning programs were the most often listed consideration. USD 415 recently started the summer and after school programs and will continue to promote and enhance those programs. We are working currently with our interlocal special education partner to address personnel needs. USD 415 has already increased personnel support in the area of social workers and counselors. These are reflected in our ESSER III application.

### **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 415 Prior to the pandemic was a district on the rise. State assessment scores were stable. More importantly, local indicators were being utilized to monitor individual growth on academic and SEL/behavior. The district had spent the prior years structuring for MTSS and had begun full, system-wide implementation in the fall of 2019. Spring 2020, understandably altered the progress being made. More so, it interrupted student learning in profound ways. Students then experienced a fractured and dysfunctional instructional delivery program. They also missed out on important social-emotional learning and access to our social services and counseling. The students and families that needed us the most, naturally suffered the most.

The impacts of the pandemic can be seen in a variety of substantial ways.

Student enrollment declined by 30. Some chose alternate and or home-school situations as a response to the pandemic. The loss of formalized learning within the school community will likely become evident as they return with the improving health situation. We anticipate learning gaps with those students.

Loss of Learning. 1.)School closure in the spring of 2020 and subsequent shorter closures during this school year 2)Change in school structure/operations as a result of health mitigation efforts- Our protocols for tiered support were changed in response to these efforts. We chose to prevent mixing between groups and therefore were unable to serve students fully with our intervention and progress monitoring activities. This contributed to a lack of growth and even decline in our struggling students. Our local data continues to reveal stagnation and even learning loss.

Our Fall to Winter FastBridge assessments showed overall drops in the percentage of students above the benchmark in math for eight of the nine groups completing that screener. Seven of the nine groups, when comparing a "normal" fall to the "pandemic" fall showed a negative percentage change of students above benchmark. The percentage of elementary students who scored in the high risk category also increased.

One-fourth of our high school students show flat line growth on the aMath assessment. Course failure rates at the high school were increased by nearly 30 percent. Many of those students failed more than one class.

**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 Programming- Our students demonstrate need for academic and social-emotional support that requires funding outside of our budget. Furthermore, some of our disadvantaged/special population students (foster-care, tier III, low SES) failed to earn credits during and since the pandemic and school closures. They will need to recover credits in order to graduate. Funds are needed to operate summer learning recovery centers in three buildings. This will range from Pre-K-Grade 12 and will be geared to at-risk students who've demonstrated the greatest negative impact from the pandemic. Funding for summer school program will include staffing costs, transportation and food service costs, curriculum/materials/supplies, and related expenses. The district will utilize our MTSS resources (FastBridge, 95% Group, other TASN-approved resources) for grades PreK-8. The high school will use Edgenuity for credit recovery options. Edgenuity is on the approved KSDE list of evidence-based practices. Summer school hours are 8:30-12:30, four days per week for four weeks.

After School Programming- This programming will concentrate on closing learning gaps through literacy and math support and will provide homework help for students. This is supported as an evidence-based practice by KSDE.

Assessments and intervention resources to enhance student growth in math, literacy, and social-emotional health. Curricular resources for math, literacy and social-emotional intervention. As an MTSS district, we work closely with TASN in order to select appropriate and effective assessments/screeners, diagnostic tools, and instructional intervention resources as we continue to provide needed intervention for our tiers 2 and 3 students who were significantly impacted by the pandemic. We will purchase:

- FastBridge assessment suite
- 95% Group phonics and phonemic awareness assessments and intervention package, licenses, presentation files
- Lexia Power Up Literacy
- Lexia 5 Reading
- related decodables
- related consumable
- <https://eric.ed.gov/?id=ED559728>

Instructional Coach- The benefits of instructional coaching for educators are numerous. "Significant findings between perceived use of instructional coaching and teacher efficacy in classroom management, student engagement, and instruction are indicated". <https://eric.ed.gov/?q=Instructional+Coaching&pr=on&id=EJ1270842>

Academic Intervention tutors/paras- Our middle school will employ two tutors/paras at our middle school. These staff members will assist in implementing small-group, best practices in math and reading intervention for students in tiers 2 and 3 as part of our MTSS system. <https://www.cgcs.org//site/default.aspx?PageID=355>

Academic and mentoring supports - Learning loss and opportunity loss caused by the COVID-19 Pandemic had a disproportionate impact on our foster-care students, E.L.L. students, special education students, and students living in poverty. We will offer a J.A.G. (Jobs for America's Graduates) program in our high school. This program is intended to ensure that our most disadvantaged and disproportionately impacted students have opportunities to gain skills that will help them graduate and supplement their abilities and opportunities to learn about and benefit from different career path options. Additionally, learning/opportunity loss for those students caused by the COVID-19 Pandemic led us to consider the school-based mentoring program, Teammates, to further support these students. J.A.G. and formal mentoring programs (e.g. Teammates) are recognized as an evidence-based best practice by KSDE. [https://jrre.psu.edu/sites/default/files/2019-08/17-3\\_3.pdf](https://jrre.psu.edu/sites/default/files/2019-08/17-3_3.pdf)

Additional Social Worker- To respond to the new and ongoing needs of students and families caused by the COVID-19 pandemic, USD 415 will employ an additional social work professional. School social workers assess students' mental health, behavioral patterns, emotional well-being and academic performance holistically. This resource will enable us to better serve the learning needs of foster-care, special education, low S.E.S. students and tier 2 and tier 3 students. This individual will instruct tiers 2 and 3 students in our Second Step Curriculum. (This curriculum is on the KSDE Evidence-Based Practices list.) These students were the most disproportionately impacted during the pandemic. Their learning loss cannot be adequately addressed without addressing the many needs that interfere with their own learning. Additionally, existing school Social Workers have increased caseloads since the pandemic and not enough time to effectively support students. Adding an additional social worker will allow USD 415 to more effectively impact the learning of our most disadvantaged and impacted students. [https://www.researchgate.net/publication/274170962\\_School\\_Social\\_Workers\\_and\\_Educational\\_Outcomes](https://www.researchgate.net/publication/274170962_School_Social_Workers_and_Educational_Outcomes)

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

Career and Postsecondary Advisor-USD 415 will hire this advisor for our high school students in order to help them prepare for postsecondary success. It is understood that many postsecondary students didn't show up to college during the pandemic. The pandemic also delayed important activities and experiences for our high school students. Those include job-shadowing, internships, and self-directed studies. The Career and Postsecondary advisor will work with students to better ensure they graduate and leave Hiawatha High School focused on postsecondary success per Kansas State Board Outcomes.

\*Premium pay - the district will pay \$600 to each employee in order to retain highly qualified staff and guarantee quality services to help overcome learning loss related to COVID-19.

As a result of the pandemic and school closures, gaps appeared in both students' learning to read as well as in content areas where they were dependent on reading to learn. Additionally student engagement was all over the map between remote instruction, alternate settings, enrollment and return from online schooling as well as home schooling. Throughout the pandemic, we have remained committed to expanding our literacy strategies in not only English Language Arts (ELA) classes, but content classes. Our efforts to streamline standards and accelerate learning include the integration of literacy standards in non-ELA classrooms district wide. These resources were selected because of the integration of literacy standards and the HGSS standards should, based on research, promote a quicker return to grade-level performance.

Academic Core Resources- We will be updating our core resources. Our processes involve vetting through the KSDE evidence-based practices and the What Works Clearinghouse. Furthermore, we vet our selections through TASN as part of our MTSS protocols. We will select resources that enable remote and or hybrid learning platforms. USD 415 will purchase the following core and curricular resources:

- Chalk- Curriculum Mapping Tool in order to vertically align and ensure standards-based curriculum PK-12.
- K-12 HGSS resources from SAVVAS
- Music Curriculum- QUAVER Music
- High School Accounting- Cengage

Our processes involve vetting through the KSDE evidence-based practices and the What Works Clearinghouse. Furthermore, we vet our selections through TASN as part of our MTSS protocols. We will select resources that enable remote and or hybrid learning platforms. USD 415 will purchase the following core and curricular resources:

- Chalk- Curriculum Mapping Tool in order to vertically align and ensure standards-based curriculum PK-12.
- K-12 HGSS resources from SAVVAS
- Music Curriculum- QUAVER Music
- High School Accounting- Cengage

Technology Needs (updates, hardware, software, servers)- This includes the purchase of laptops for students, and resources for teachers. This district will update and-of-life servers in order to facilitate the needs of our ever-increasing internet traffic and storage demands. This is crucial as we want the agility/ability to adjust should the attendance status change as a result of the pandemic.

Targeted Professional Development for teachers, leaders, and support staff- This is needed as we work to address the unique needs of a variety of students impacted by the pandemic. Memberships to consortiums as a resource for teachers and staff as they work to address those needs. As we don't have adequate staff to provide such professional development, consortium memberships are vital and provide are most accessible resources to valuable professional learning. USD 415 will also facilitate a New Teacher Academy. This is designed for early-career teachers and will occur outside of the school day. Classroom management, student engagement, effective instruction, and self-care will be the essential topics.

Addressing Class Culture in the elementary school- USD 415 will purchase "Capturing Kids' Hearts and fund the training of teachers in this culture resource. The program focuses on building relationships and culture in the classroom and school. <https://eric.ed.gov/?q=Capturing+Kids%27+Hearts&id=EJ1158388>



**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.**

As part of the KESA school improvement processes, USD 415 will facilitate the completion of needs assessments as we start our second cycle. We would note that our district was recently fully accredited despite the impacts and learning loss from the pandemic. Our system of tiered intervention and support is robust and operate with fidelity to address the needs of ALL students. Our extended learning programming (summer, after-school) target at-risk and other students disproportionately impacted by the pandemic. Our learning community frequently conducts data reviews. Concerted screening, intervention using approved resources, and progress monitoring are our norm. Social and emotional learning will continue to be a point of emphasis as we attend to the needs of the whole child.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,686,255	\$0	\$1,686,255	ESSER III Allocations	\$337,251
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,686,255	\$0	\$1,686,255	Amount Still Needed	\$337,251
In Review Total	\$1,179,712	\$0	\$1,179,712	In Review Total	\$428,100
Amount Left	\$506,543	\$0	\$506,543	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
415-3-0001	Direct	False	2200	330	3	\$45,000	Task Force Review
415-3-0002	Direct	True	2100	670	5	\$20,000	Task Force Review
415-3-0003	Direct	True	2110	120	10	\$100,500	Task Force Review
415-3-0004	Direct	True	1000	120	12	\$106,000	Task Force Review
415-3-0005	Direct	True	1000	110	11A	\$89,000	Task Force Review
415-3-0006	Direct	True	3100	120	11A	\$4,000	Task Force Review
415-3-0007	Direct	True	2710	120	11A	\$7,000	Task Force Review
415-3-0008	Direct	True	1000	610	11A	\$4,500	Task Force Review
415-3-0009	Direct	True	1000	645	11A	\$3,000	Task Force Review
415-3-0010	Direct	True	2130	120	11A	\$2,800	Task Force Review
415-3-0011	Direct	True	1000	120	11A	\$10,300	Task Force Review
415-3-0012	Direct	False	2200	330	4	\$12,000	Task Force Review
415-3-0013	Direct	True	2100	610	4	\$4,500	Task Force Review
415-3-0014	Direct	True	2100	323	4	\$18,500	Task Force Review
415-3-0015	Direct	False	2200	330	3	\$22,800	Task Force Review
415-3-0016	Direct	True	1000	320	12	\$58,000	Task Force Review
415-3-0017	Direct	False	1000	110	16	\$170,000	Task Force Review
415-3-0018	Direct	False	1000	120	16	\$160,000	Task Force Review
415-3-0019	Direct	False	1000	734	9	\$10,762	Task Force Review
415-3-0020	Direct	False	1000	734	9	\$10,493	Task Force Review
415-3-0021	Direct	False	1000	734	9	\$27,468	Task Force Review
415-3-0023	Direct	False	1000	734	9	\$6,700	Task Force Review
415-3-0024	Direct	False	1000	734	9	\$4,350	Task Force Review
415-3-0025	Direct	False	1000	210	16	\$85,000	Task Force Review
415-3-0026	Direct	False	1000	645	12	\$112,039	Task Force Review
415-3-0028	Direct	False	1000	210	16	\$85,000	Task Force Review

## Line Item Details

Line Item ID: 415-3-0001

**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**

Professional Development

**Account Number**

92-1-2200-330-01

**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 school leaders- Research has proven that certain behaviors and actions have a positive effect on student achievement- Our school leaders will focus on student learning and achievement and recovery from learning loss by participating in variety of professional development initiatives. Some of these involve addressing growth of leaders who address learning loss for the most disadvantaged and needy student populations . Some of those include regional symposiums for leadership in behavior disorders and trauma-informed care and resiliency and McKinney-Vento training. Other opportunities address leadership in systemic issues that impact the learning of all students and establishing responsive school cultures. Some of those include, Elevate Leadership Kansas, Building Ranks, Executive Leadership Coaching and a variety of other leadership development,

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$45,000</u>

**Status**

Task Force Review

Line Item ID: 415-3-0002

**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**

Student Progress Screeners

**Account Number**

92-1-2100-670-01

**Function Code**

2100 - Support Services (Students)

**Object Code**

670 - Testing 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**

Fastbridge

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,000
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

from Narrative: Assessments and intervention resources to identify student growth in math, literacy, and social-emotional health.

Curricular resources for math, literacy and social-emotional intervention. The district continues to utilize assessment, screening, and intervention resources that align with Kansas MTSS and TASN. These include FastBridge, 95% group are some examples. <https://eric.ed.gov/?id=ED559728>

Line Item ID: 415-3-0003

**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**

Social Worker Salary

**Account Number**

92-1-2110-120-01

**Function Code**

2110 - Attendance and Social Work Services

**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**

Additional Social Worker- To respond to the new and ongoing needs of students and families caused by the COVID-19 pandemic, USD 415 will employ an additional social work professional. School social workers assess students' mental health, behavioral patterns, emotional well-being and academic performance holistically. This resource will enable us to better serve the learning needs of foster-care, special education, low S.E.S. students and tier 2 and tier 3 students. This individual will instruct tiers 2 and 3 students in our Second Step Curriculum. (This curriculum is on the KSDE Evidence-Based Practices list.) These students were the most disproportionately impacted during the pandemic. Their learning loss cannot be adequately addressed without addressing the many needs that interfere with their own learning. Additionally, existing school Social Workers have increased caseloads since the pandemic and not enough time to effectively support students. Adding an additional social worker will allow USD 415 to more effectively impact the learning of our most disadvantaged and impacted students. [https://www.researchgate.net/publication/274170962\\_School\\_Social\\_Workers\\_and\\_Educational\\_Outcomes](https://www.researchgate.net/publication/274170962_School_Social_Workers_and_Educational_Outcomes)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$49,500
<b>Budgeted Expenditures in SFY 2024</b>	\$51,000
<b>Total Expenditures</b>	<u>\$100,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

From narrative: Additional Social Worker- The district hired an additional social worker last year and will continue to keep this professional in our employ.

Line Item ID: 415-3-0004

**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**

Math Interventionalist Salary

**Account Number**

92-1-1000-120-01

**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**

Math Interventionalist

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$53,000**Budgeted Expenditures in SFY 2024** \$53,000**Total Expenditures** \$106,000**Status**

Task Force Review

**Line Item Comment from KSDE**from narrative: Our middle school will employ a math intervention teacher. This teacher would implement small-group, best practices in math intervention as part of our MTSS system. <https://www.cgcs.org//site/default.aspx?PageID=355>

Line Item ID: 415-3-0005

**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**

Certified Teacher Wages

**Account Number**

92-1-1000-110-01

**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- Summer Programming- Our students demonstrate need for academic and social-emotional support that requires funding outside of our budget. Funds are needed to operate summer learning recovery center in three buildings. This will range from Pre-K-Grade 12 and will be geared to at-risk students who've demonstrated the greatest negative impact from the pandemic. Funding for summer school program will include staffing costs, transportation and food service costs, curriculum/materials/supplies, and related expenses. The district will utilize our MTSS resources (FastBridge, 95% Group, other TASN-approved resources) for grades PreK-8. The high school will use Edgenuity for credit recovery options. Edgenuity is on the approved KSDE list of evidence-based practices.

Our summer program will run for four half-days per week for four weeks. We will also pay teachers for four days of summer school planning prior to the start of the sessions. We plan on between 25-30 instructional staff members working the program in the three buildings. There will also be food service and transportation employees serving.

<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>	\$45,000
<b>Total Expenditures</b>	\$89,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Summer Programming- Our students demonstrate need for academic and social-emotional support that requires funding outside of our budget. Funds are needed to operate summer learning recovery center in three buildings. This will range from Pre-K-Grade 12 and will be geared to at-risk students who've demonstrated the greatest negative impact from the pandemic. Funding for summer school program will include staffing costs, transportation and food service costs, curriculum/materials/supplies, and related expenses. The district will utilize our MTSS resources (FastBridge, 95% Group, other TASN-approved resources) for grades PreK-8. The high school will use Edgenuity for credit recovery options. Edgenuity is on the approved KSDE list of evidence-based practices.

Line Item ID: 415-3-0006

**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**

Food Service Wages

**Account Number**

92-1-3100-120-01

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Food Service Wages

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$4,000**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Funding for summer school program will include staffing costs, transportation and food service costs, curriculum/materials/supplies, and related expenses.

Line Item ID: 415-3-0007

**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**

Transportation Wages

**Account Number**

92-1-2710-120-01

**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**

Vehicle Oper. Wages

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,000**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$2,500**Total Expenditures** \$7,000**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Funding for summer school program will include staffing costs, transportation and food service costs, curriculum/materials/supplies, and related expenses.



Line Item ID: 415-3-0008

**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**

Teaching Supplies

**Account Number**

92-1-1000-610-01

**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**

Teaching Supplies- Consumables that align with our tier II and III reading and math interventions. These would include 95% Group workbooks and decodables, and Math Expressions (KSDE approved Evidence-Based Practices)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,700
<b>Budgeted Expenditures in SFY 2024</b>	\$2,800
<b>Total Expenditures</b>	<u>\$4,500</u>

**Status**

Task Force Review

Line Item ID: 415-3-0009

**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**

Learning Materials

**Account Number**

92-1-1000-645-01

**Function Code**

1000 - Instruction

**Object Code**

645 - Workbooks

**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**

Workbooks

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Funding for summer school program will include staffing costs, transportation and food service costs, curriculum/materials/supplies, and related expenses.

Line Item ID: 415-3-0010

**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**

Nurse Salary - Summer School

**Account Number**

92-1-2130-120-01

**Function Code**

2130 - Health Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Health Service Salaries

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

Task Force Review

**Line Item Comment from KSDE**

from narrative: Funding for summer school program will include staffing costs, transportation and food service costs, curriculum/materials/supplies, and related expenses.

Line Item ID: 415-3-0011

**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**

Paraprofessional Wages

**Account Number**

92-1-1000-120-01

**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**

Para Wages for summer school- We anticipate using between 6-8 instructional paras for our summer programming.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$10,300**Total Expenditures** \$10,300**Status**

Task Force Review

**Line Item Comment from KSDE**

From previous line item: Our summer program will run for four half-days per week for four weeks. We will also pay teachers for four days of summer school planning prior to the start of the sessions. We plan on between 25-30 instructional staff members working the program in the three buildings. There will also be food service and transportation employees serving.

Line Item ID: 415-3-0012

**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**

Professional Development

**Account Number**

92-1-2200-330-01

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

PD Support Services- USD 415 is facilitating a New Teacher Academy in order assist in providing coaching for new teachers. Most of the new teachers also experienced interruptions to their own university learning experiences. USD 415 experiences a high percentage of foster care students and students who exhibit a variety of needs. Those needs have been exacerbated due to the pandemic. Other professional development activities will center around:

-Social-Emotional Learning- (Capturing Kids' Hearts, resiliency training, student self-regulation)

-Literacy- LETRS, 95% product-related PD, MTSS tools, Educlimber

<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>	\$9,000
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 415-3-0013

**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**

Supplies Student Support

**Account Number**

92-1-2100-610-01

**Function Code**

2100 - Support Services (Students)

**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**

Supplies Student Support- Various supplies and learning materials will be needed during the summer school sessions. Many of these are consumables that need replaced for sessions. General materials (school supplies and classroom supplies) will be purchased. Additionally, learning materials that align with our intervention materials (chip kits, manipulatives for math, reading decodables, and various project-learning materials) will be purchased.

<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>	\$4,500
<b>Total Expenditures</b>	<u>\$4,500</u>

**Status**

Task Force Review

Line Item ID: 415-3-0014

**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**

Student Mentoring Programs

**Account Number**

92-1-2100-323-01

**Function Code**

2100 - Support Services (Students)

**Object Code**

323 - Student 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**

Academic and mentoring supports - Learning loss and opportunity loss caused by the COVID-19 Pandemic had a disproportionate impact on our foster-care students, E.L.L. students, special education students, and students living in poverty. We will offer a J.A.G. (Jobs for America's Graduates) program in our high school. This program is intended to ensure that our most disadvantaged and disproportionately impacted students have opportunities to gain skills that will help them graduate and supplement their abilities and opportunities to learn about and benefit from different career path options. Additionally, learning/opportunity loss for those students caused by the COVID-19 Pandemic led us to consider the school-based mentoring program, Teammates, to further support these students. J.A.G. and formal mentoring programs (e.g. Teammates) are recognized as an evidence-based best practice by KSDE. [https://jrre.psu.edu/sites/default/files/2019-08/17-3\\_3.pdf](https://jrre.psu.edu/sites/default/files/2019-08/17-3_3.pdf)

<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>	\$18,500
<b>Total Expenditures</b>	\$18,500

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Academic and positive supports to ensure students earn their HS diploma- We will offer a J.A.G. program in our high school.  
Mentoring programming(Teammates). J.A.G. and mentoring (e.g. Teammates) are recognized as an evidence-based best practice by KSDE. [https://jrre.psu.edu/sites/default/files/2019-08/17-3\\_3.pdf](https://jrre.psu.edu/sites/default/files/2019-08/17-3_3.pdf)

Line Item ID: 415-3-0015

**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**

Professional Development

**Account Number**

92-1-2200-330-01

**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 school leaders- Research has proven that certain behaviors and actions have a positive effect on student achievement- Our school leaders will focus on student learning and achievement and recovery from learning loss by participating in variety of professional development initiatives. Some of these involve addressing growth of leaders who address learning loss for the most disadvantaged and needy student populations . Some of those include regional symposiums for leadership in behavior disorders and trauma-informed care and resiliency and McKinney-Vento training. Other opportunities address leadership in systemic issues that impact the learning of all students and establishing responsive school cultures. Some of those include, Elevate Leadership Kansas, Building Ranks, Executive Leadership Coaching and a variety of other leadership development. Social-emotional learning continues to be a focus in our schools and one for which many educators and leaders need professional development.

Many of our support personnel also require training regarding the maintenance of health and safety standards in buildings and school vehicles.

<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>	\$22,800
<b>Total Expenditures</b>	\$22,800

**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**

Purchased Instructional Programs

**Account Number**

92-1-1000-320-01

**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**

Edgenuity

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$29,000**Budgeted Expenditures in SFY 2024** \$29,000**Total Expenditures** \$58,000**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Summer Programming- Our students demonstrate need for academic and social-emotional support that requires funding outside of our budget. Funds are needed to operate summer learning recovery center in three buildings. This will range from Pre-K-Grade 12 and will be geared to at-risk students who've demonstrated the greatest negative impact from the pandemic. Funding for summer school program will include staffing costs, transportation and food service costs, curriculum/materials/supplies, and related expenses. The district will utilize our MTSS resources (FastBridge, 95% Group, other TASN-approved resources) for grades PreK-8. The high school will use Edgenuity for credit recovery options. Edgenuity is on the approved KSDE list of evidence-based practices.

Line Item ID: 415-3-0017



**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**

Certified Teacher Wages

**Account Number**

92-1-1000-110-01

**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-Certified

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$85,000**Budgeted Expenditures in SFY 2024** \$85,000**Total Expenditures** \$170,000**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: \*Premium pay - the district will pay \$600 to each employee in order to retain highly qualified staff and guarantee quality services to help overcome learning loss related to COVID-19.

Line Item ID: 415-3-0018

**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**

Non-Certified Teacher Wages

**Account Number**

92-1-1000-120-01

**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**

Premium Pay Non Cert.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$80,000**Budgeted Expenditures in SFY 2024** \$80,000**Total Expenditures** \$160,000**Status**

Task Force Review

**Line Item Comment from KSDE**

\*Premium pay - the district will pay \$600 to each employee in order to retain highly qualified staff and guarantee quality services to help overcome learning loss related 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**

Technology

**Account Number**

92-1-1000-734-01

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Server-This district will update and-of-life servers in order to facilitate the needs of our ever-increasing internet traffic and storage demands. This will enable a more smooth transition from on-site to remote learning (or hybrid) 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>	\$10,762
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,762</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

From narrative: This district will update and-of-life servers in order to facilitate the needs of our ever-increasing internet traffic and storage demands.

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Technology

**Account Number**

92-1-1000-734-01

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Smartboard- Student engagement is a key factor in student learning. This advantage is even more important in dealing with learning loss from the pandemic. Smartboards and similar products further enhance blended learning environments.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,493
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,493</u>

**Status**

Task Force Review

Line Item ID: 415-3-0021

**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**

Technology

**Account Number**

92-1-1000-734-01

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Chromebooks-Additional and newer laptops will be necessary for students to have accessibility for remote learning environments.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$27,468
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$27,468</u>

**Status**

Task Force Review

Line Item ID: 415-3-0023

**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**

Technology

**Account Number**

92-1-1000-734-01

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Projectors for Smartboards and interactive equipment- Student engagement is a key factor in student learning. This advantage is even more important in dealing with learning loss from the pandemic. Smartboards and similar products further enhance blended learning environments. The projectors are a necessary purchase to project and utilize the Smartboards.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$6,700
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$6,700
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**Status**

Task Force Review

Line Item ID: 415-3-0024

**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**

Technology

**Account Number**

92-1-1000-734-01

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Refurbished Dell PC's- Enhanced tech equipment such as these PCs will enable students to experience more tech-rich environments in their daily learning. These machines will integrate technology into coursework for classes such as mechanical drawing and visual art and cannot be operated on student devices such as Chromebooks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$4,350
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$4,350
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**Status**

Task Force Review

Line Item ID: 415-3-0025

**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**

Instruction

**Account Number**

92-1-1000-210-01

**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 Sub- The pandemic initially devastated our staffing. Even now, we experience high levels of teacher absences related to COVID-19. We struggle to fill classrooms with quality substitutes. A full time sub position would be utilized at our elementary school as that school (due to teacher demographics) has the highest levels of teacher absences.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$42,500
<b>Budgeted Expenditures in SFY 2024</b>	\$42,500
<b>Total Expenditures</b>	<u>\$85,000</u>

**Status**

Task Force Review

Line Item ID: 415-3-0026

**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**

Learning Materials

**Account Number**

92-1-1000-645-01

**Function Code**

1000 - Instruction

**Object Code**

645 - Workbooks

**Allowable Use**

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

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

Curriculum Curricular Resources.

As a result of the pandemic and school closures, gaps appeared in both students' learning to read as well as in content areas where they were dependent on reading to learn. Additionally student engagement was all over the map between remote instruction, alternate settings, enrollment and return from online schooling as well as home schooling.

Throughout the pandemic, we have remained committed to expanding our literacy strategies in not only English Language Arts (ELA) classes, but content classes. Our efforts to streamline standards and accelerate learning include the integration of literacy standards in non-ELA classrooms district wide.

These resources were selected because of the integration of literacy standards and the HGSS standards should, based on research, promote a quicker return to grade-level performance.

Academic Core Resources- We will be updating our core resources. Our processes involve vetting through the KSDE evidence-based practices and the What Works Clearinghouse. Furthermore, we vet our selections through TASN as part of our MTSS protocols. We will select resources that enable remote and or hybrid learning platforms. USD 415 will purchase the following core and curricular resources:

- Chalk- Curriculum Mapping Tool in order to vertically align and ensure standards-based curriculum PK-12.
- K-12 HGSS resources from SAVVAS
- Music Curriculum- QUAVER Music
- High School Accounting- Cengage

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$112,039
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$112,039

**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**

Instruction

**Account Number**

93-1-1000-210-01

**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**

USD 415 will employ a College and Career Readiness Facilitator to assist our students in preparing for post-secondary success. Like many districts, the class of 2020 didn't meet the post-secondary attendance levels of previous classes due to the pandemic. This is now seen in our postsecondary success rate. Postsecondary attendance rates have yet to fully return to their pre-Covid levels. We want to better ensure that our students exit USD 415 prepared to be successful for postsecondary education, training, or the world of work. A facilitator will be able to concentrate on each student's goals, plans, and aptitudes. This will provide more opportunities for all students to find the right path and access to resources.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$42,500
<b>Budgeted Expenditures in SFY 2024</b>	\$42,500
<b>Total Expenditures</b>	<u>\$85,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0436

**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>
Caney Valley	700 E. Bullpup Blvd., Caney, KS 673332542	700 E. Bullpup Blvd., Caney, KS 673332542
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Blake Vargas	vargas@caney.com	(620) 879-9200

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Blake Vargas	Superintendent	vargas@caney.com	(620) 879-9200

## Plan for Safe Return

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

<https://drive.google.com/file/d/1Y3hEliEaGm-ptq4TrFpJnX1fMI7HsfXf/view?usp=sharing>

## Use of Funds for CDC Guidance

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



If Covid impact were to arise again, like levels in the past. Efforts would be made to maintain classroom seating with a minimum of 3 feet of social distancing between students and between students and staff for the 2022-2023 school year. Considerations will be made for cohorts or podding only if deemed necessary by local, state or federal health department by public mandate and restriction only.

Hand washing and respiratory etiquette will continue to be taught to students with emphasis and practice protocols rehearsed more frequently in the primary grade levels. Signage will continue to be posted throughout our buildings as reminders of hand washing and respiratory etiquette. In addition, hand sanitizing stations and liquids will continue to be made available for use in all classrooms.

Custodial staff have been and will continue to follow specific cleaning protocols and procedures. We will continue to consider assignments/reassignments to applicable shifts in order to continually clean high traffic and high contact surfaces. Our district will continue to use cleaning solutions that are rated to eliminate the COVID-19 virus. We will continue to monitor ventilation efficiency and effectiveness for opportunities to continually improve air quality.

Students, staff, and community members can access COVID-19 diagnostic or screening tests through a variety of community partners. School nurses and health support staff will continue to monitor for symptoms, trends, and clusters, and request that students and staff seek medical services as appropriate.

Our district will participate and partner with vaccination efforts in accordance with state and federal law for staff and eligible student groups. The District will not refuse, withhold from, or deny a person any services, goods, facilities, advantages, privileges, licensing, educational opportunities, health care access, or employment opportunities based on the person's COVID-19 vaccination status.

Our district will provide reasonable, necessary, and appropriate accommodations to its policies and practices for students with disabilities as determined by individual student needs and in accordance with an individual's documented accommodations and/or individualized education plan (IEP). Parents or guardians of students requiring accommodations should contact the applicable building administrator(s) to request information on plans for students with disabilities

Applicable district personnel currently participate, and will continue to participate, with our local county health department and/or agencies on a frequent basis to determine next steps 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**

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:

Building Improvements/Facility upgrades that support student health

Offering additional extra-curricular activities

Providing additional technology and tech resources for student use.

After school tutoring programs

The administration met with students of both the middle school and the high schools as well as small groups at the elementary to discuss the proposed ESSER III plan and to receive their feedback. Our ESSER III plan has taken into consideration all of these items and provided for them.

CLARIFICATION - Students - What was your response rate?

230 student took the survey

784 District: 30%Response Rate

330 7-12: 70% Response Rate

Due to the complexity of the ESSER III survey, our district sent out the initial survey to 7-12th grade students only. We received a 70% response rate from this student group, resulting in a 30% response rate if looking at all students PRE K- 12th. We did, however, hold focus groups with students of all ages to gain more insight around the general themes pulled from the survey. Our focus groups consisted of 14 students in third through sixth grade, 7 students in middle school, and 10 high school students.

## **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:

After school tutoring programs

Expanded social and emotional learning and mental health services

Teacher Retention/Incentives

Additional personnel and staff support for academic intervention

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

CLARIFICATION - Families - What was your response rate?

129 parents/guardians took our initial ESSER III survey. With a district enrollment of 784 students, roughly 16% of households were represented in this survey. We held a parent-only focus group to discuss the results and gain more insight and feedback from this group. 11 parents attended this focus group.

## **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. All administrators had a hand in developing the ESSER III plan. We also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. As a result of these meetings, the following have been determined as most important to address in our district.

Building Improvements

Teacher Retention/Incentives

Expanded social and emotional learning and mental health services

You will see that this information plays a role in our ESSER plan.

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

In developing our ESSER plan, we conducted a survey and hosted focus groups for certified and classified staff to determine their highest levels of need for pandemic related instruction and support. Due to the extreme challenge of keeping trained staff members and support staff during the Pandemic, there was unanimous support for premium retention payments to maintain the operations of the school district. The following supports received the most interest from our staff:

Teacher Retention/Incentives

Building Improvements

Additional personnel and staff support for academic intervention

Expanded social and emotional learning and mental health services

Providing additional technology and tech resources for student use.

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

CLARIFICATION - Teachers - Did you reach out to the union and what was the response?

58 staff members took the initial ESSER III survey sent out by the district. We then held two separate focus groups with 7 certified staff members and 8 classified staff members to gain further feedback on perceived staff and district needs. Within our certified staff focus group, 1 of the 2 NEA representatives was able to be present to represent the union. The focus groups confirmed and elaborated upon the top considerations that were pulled from the stakeholder surveys. There was unanimous agreement upon the need for a focus on teacher retention and incentives as well building improvements and additional personnel and staff support for interventions (both academic and mental health).

## **Tribes**

We reached out to 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 Native American Members and they offered the following suggestions:

Expanded Social and Emotional learning and mental health services

Offering additional extra-curricular activities

Building Improvements

Additional personnel and staff support for academic intervention

Teacher retention/incentives

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

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

We have worked closely with our students and representatives of the subgroup populations and civil rights organizations 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.

#### Building Improvements

Providing additional technology and tech resources for student use

Additional support for academic intervention

Expanded social and emotional learning and mental health services

Facility upgrades that support student health

Additional personnel and staff support for academic intervention

Additional behavioral support and interventions

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

CLARIFICATION - 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:

ACLU-Kansas – civil rights

Kansas Human Rights Commission – civil rights

Kansas Action for Children – underserved children

Disability Rights Center of Kansas – civil rights

Kansas NAACP – civil rights

Kansas Disability Resources and Advocacy Organizations – civil rights

Survey link below

<https://forms.gle/Gvk1L8Nvtgpf4H757>

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:

List Support 1 - Additional support for academic intervention

List Support 2 - Expanded social and emotional learning and mental health services

List Support 3 - Additional behavioral support and interventions

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

We reached out to stakeholders in our state/region 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 Parents of Children with Disabilities. We also reached out to stakeholders in our state/region 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 parents of english learners, parents of foster care students and students experiencing homelessness and they offered the following suggestions:

#### Building Improvements

Providing additional technology and tech resources for student use

Additional support for academic intervention

Expanded social and emotional learning and mental health services

Facility upgrades that support student health

Additional personnel and staff support for academic intervention

Additional behavioral support and interventions

You will see that this information plays a prominent role in our ESSER plan.

Clarification - We conducted small group meetings that consisted specifically of children with disabilities, ELL, homeless students, children in foster care, children of who are incarcerated, but currently we have no migratory students.

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

We have conducted community surveys, these were available through Facebook and other social media outlets that we commonly use to communicate to the public. 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:

After school tutoring programs

Expanded social and emotional learning and mental health services

Teacher Retention/Incentives

Additional personnel and staff support for academic intervention

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

CLARIFICATION - Public - What was your response rate? 119 individuals who took our survey were Caney residents. With a city population of 1,756 that gives us an approximate response rate of 6.8%.

## **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 comparing Pre-Covid data in 2019, the Class of 2025 began at 61% scoring in Level 3 or Level 4 of the state assessments to 27% Post-Covid in ELA proficiency based on state assessment results. In Math and science, this class began at 53% and 71% and fell to 27% and 43%. When assessing the Class of 2026 Pre Covid in ELA they were at 58% in Level 3 and 4 in ELA and post-covid fell to 38% and 19% in those levels in subsequent years. In Math and Science Pre-Covid, they were 62% and 59% and fell to 10% and 21% in subsequent years. In addition, the class of 2031 at one time had 45% of the class testing below the 50th percentile based on our MAPS assessment which is well below our district average for their current grade level. Our low SES rate stays in the 45-50% range of our students with a student population of 765 across the district.

**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 be utilizing a comprehensive effort that will focus on closing the gap that was caused by the impact of the Covid 19. The focal point will include, what we hope is the creation of a multipurpose facility that will be utilized in part for evidence based practices such as an area for Parents as Teachers, After School Programs and Homework Assistance, Extended School Day and Year opportunities, Summer enrichment, Secondary After School Programs, Integration of STEM activities, and 1 to 1 counseling, mental health, and family support for at-risk students. Next, we will utilize state approved evidenced based curriculum interventions such as Fastbridge, Reading Plus, Moby Max, Lexia, and Gradual Release of Responsibility with Think Pair Share through Catapult Learning. We would also like to provide social emotional and behavioral support positions for students at-risk. Finally, due to a decline in enrollment that occurred alongside the pandemic, the district would be forced to increase class size by reducing 2 staff positions among common grade level teachers. Our smallest class sizes are the current 6th and Kindergarten classes, so these would have been the grade levels impacted by staffing reductions.

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

As we solicited feedback from our stakeholders, one of the consistent needs is the creation of a multipurpose facility. The creation of a true multipurpose facility would allow us the creation of a facility that would not only focus on the academic delays seen among our most at-risk students, but would be utilized in the creation of adequate nursing space and isolation rooms in the event of a positive case. This space would serve as a place for the testing of faculty and students who may be Covid positive. This space would allow a dedicated place for students for extended day and school year, summer school application, mental health appointments and many other items. Currently, the size restrictions of our weight room creates a health and safety concern, especially with the spread capability of the Covid-19 virus. This multipurpose facility would allow for adequate spacing that would help prevent the overlap we see among our current weight room. The use of capital funds would also go into the creation of this facility as we ensure that we are truly meeting the needs of every student, but especially the most at risk in Caney. Finally, the district has HVAC improvements that are needed, and of paramount is the a retention incentive for our employees that will be provided to all faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic. We also would like to expand SEL, behavioral and mental health supports. Technology in the form of iPads and expanded internet bandwidth service will be of high importance moving forward as well.

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

Our district has just finished our accreditation cycle, and with a new mission and vision, our core focus is every student every day. ESSER survey also echoed the ESSER III plan that we are proposing. They will receive priority in the application of the evidenced based learning practices as well as funds that we will be expanding outside of this area. Our survey, plan, and vision takes into account those subgroups who are represented among the district in order to prioritize those who were most impacted by Covid. Not only is the district seeing expanded educational needs, the behavioral and especially mental health needs of our students are a high priority.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,253,171	\$0	\$1,253,171	ESSER III Allocations	\$250,635
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,253,171	\$0	\$1,253,171	Amount Still Needed	\$250,635
In Review Total	\$847,734	\$0	\$847,734	In Review Total	\$250,714
Amount Left	\$405,437	\$0	\$405,437	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
436-3-0001	Direct	False	1000	110	16	\$88,088	Task Force Review
436-3-0002	Direct	True	1000	444	12	\$39,000	Task Force Review
436-3-0003	Direct	True	2130	340	10	\$126,714	Task Force Review
436-3-0004	Direct	True	2140	340	10	\$30,000	Task Force Review
436-3-0005	Direct	True	1000	111	11A	\$20,000	Task Force Review
436-3-0006	Direct	True	1000	122	11A	\$15,000	Task Force Review
436-3-0007	Direct	True	1000	320	3	\$20,000	Task Force Review
436-3-0008	Direct	False	1000	150	16	\$288,000	Task Force Review
436-3-0009	Direct	False	1000	650	9	\$131,000	Task Force Review
436-3-0010	Direct	False	1000	110	12	\$52,432	Task Force Review
436-3-0011	Direct	False	1000	120	1A	\$37,500	Task Force Review

## Line Item Details

Line Item ID: 436-3-0001

**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**

GS Teachers

**Account Number**

78-1000-110-002

**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 a decline in enrollment that occurred alongside the Covid 19 pandemic, the district would be forced to increase class size by reducing 2 staff positions among common grade level teachers. This is opposite of what we know is an evidenced based practice to keep class sizes down in order to address the needs of all students, but also those most impacted by the learning loss associated with the pandemic. - Although this does not meet the 20% set aside, the possibility of eliminating staff and increasing class sizes would be detrimental - in addition the high quality instructors currently have the ability to maintain a robust tiered system of support at the lower levels that in part focuses on those most impacted by Covid.

Clarification - We removed this from our 20% Set Aside

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$44,044
<b>Budgeted Expenditures in SFY 2024</b>	\$44,044
<b>Total Expenditures</b>	<u>\$88,088</u>

**Status**

Task Force Review

Line Item ID: 436-3-0002



**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/License

**Account Number**

78-1000-444-002

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

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

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

The unique impact of Covid-19 has left our students with gaps and deficiencies that we have not seen of this magnitude in past classes. Creating strong interventions can only be based on good data, and we plan to utilize Reading plus, Moby Max, Lexia and other evidenced based software and curriculum online supports and resources that will begin to address all students, but in particular those most impacted by 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>	\$19,500
<b>Budgeted Expenditures in SFY 2024</b>	\$19,500
<b>Total Expenditures</b>	<u>\$39,000</u>

**Status**

Task Force Review

Line Item ID: 436-3-0003

**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**

Mental Health Services

**Account Number**

78-2130-340-000

**Function Code**

2130 - Health 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**

We have seen an increase in student mental health and social-emotional needs since the spring of 2020 when we shut down school due to COVID. The elementary counselor for the first time would have the ability to have a full time counselor this year and next. The district feels this is vital for curbing the negative impact of the Covid 19 era. We plan to utilize ESSER funds to pay for this position for two school years, through 2023-24, while the district works to build this into the annual budget for subsequent school years, as we believe social and emotional needs will continue as a result of COVID-related school disruptions.

Clarification - The elementary counselor has not been a full-time position at the elementary, it has been partial with teaching duties at the Jr/Sr High level. This would now be a transition to full time elementary counselor.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$63,357
<b>Budgeted Expenditures in SFY 2024</b>	\$63,357
<b>Total Expenditures</b>	\$126,714

**Status**

Task Force Review

Line Item ID: 436-3-0004

**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**

Behavioral Health Services

**Account Number**

78-2140-340-000

**Function Code**2140 - Psychological Educational  
Individual 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**

We have seen an increase in student mental health and social-emotional needs since the spring of 2020 when we shut down school due to COVID. In combination with the elementary counselor, having a partnership with a mental health provider that could assist with behavioral health services for those impacted by the pandemic could be a starting point for addressing the needs of students post Covid. We plan to utilize ESSER funds to pay for this position for two school years, through 2023-24, while the district works to build this into the annual budget for subsequent school years, as we believe social and emotional needs will continue as a result of COVID-related school disruptions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$30,000

**Status**

Task Force Review

Line Item ID: 436-3-0005

**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/After School- Certified

**Account Number**

78-1000-111-000

**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**

To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related 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>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$20,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer/After School- Classified

**Account Number**

78-1000-122-000

**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**

To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. 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

<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

**Allocation Type**

Direct Allocation

**Is 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- Certified

**Account Number**

78-1000-320-000

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

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

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

Professional Development for staff related to use of data to provide better instruction based on the ability to diagnose individual learning needs. This will begin to overcome damage to learning and mental health caused by COVID 19 and interruption to learning. Effective and evidenced based PD ensures that teachers maintain and increase their use of research-based instructional strategies and use of data to inform their Tier 1 instruction and Tiered Interventions and can be responsive to the academic and social- emotional needs of students who continue to suffer from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Task Force Review

Line Item ID: 436-3-0008

**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**

Retention Pay

**Account Number**

78-1000-151-000

**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**

Given the impact of Covid-19 and the increasing challenges associated with teaching students post Covid-19, it is imperative for the staff to be provided a retention incentive that will ensure the continuity of instruction and critical operations throughout not only the pandemic, but also the endemic. Our challenges have only grown during that time, and as other professional opportunities arise outside of the district, retaining our staff is a top priority, especially in a year when teachers were not given a raise to the base. The district is relying on the support of a retention bonus to help keep highly qualified staff reaching our most at risk students. 144 staff will be given a \$2000 incentive for full time staff knowing that this Premium Pay is an additional one-time payment for all Staff for additional work associated with Maintaining In-Person School following COVID Responsibilities/Plans and Implementing Mitigation Expectations and Procedures.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$288,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$288,000</u>

**Status**

Task Force Review

Line Item ID: 436-3-0009

**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**

Technology

**Account Number**

78-1000-120-000

**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**

The district would address learning loss through the purchase of iPads for use during the school year and summer school for student populations such as SPED and At-Risk Student who are working to remediate learning and back to grade level during these summer school and after school programs. Additionally, lost and damaged iPads due to remote learning usage caused by COVID 19. Like many schools, the district has come to utilize instructional software applications and 1:1 technologies purchased during the pandemic.

Clarification - this would be the purchase of 218 ipads during the SFY2023 and 218 ipads during SFY2024. ( I removed 4500 from each of the 2023 and 2024 SFY to move into software in order to meet our 20% set aside)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$65,500
<b>Budgeted Expenditures in SFY 2024</b>	\$65,500
<b>Total Expenditures</b>	<u>\$131,000</u>

**Status**

Task Force Review

Line Item ID: 436-3-0010

**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**

School Support Specialist

**Account Number**

78-1000-120-000

**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**

The Support Specialist in USD#436 Caney Valley will start as soon as possible. The individual will be responsible for assisting with developing our Tier 2 & 3 interventions on the academic and social emotional levels for our upper elementary and lower secondary students who are showing regression due to the COVID Pandemic. As we have seen the number of students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students.

<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>	\$52,432
<b>Total Expenditures</b>	\$52,432

**Status**

Task Force Review

Line Item ID: 436-3-0011



**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**

Behavior Intervention Specialist

**Account Number**

78-1000-120-000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

We have seen an increase in behaviors and would like to begin to implement some Positive Behavior Interventions as well as implementation of tiered consequences with ISS, Saturday School, both before and after school detention. This individual would focus on interventions and prevention of the behaviors that are associated with the increase among students since the Covid-19 impact.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$37,500
<b>Total Expenditures</b>	<u>\$37,500</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0470

**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>
Arkansas City	2545 Greenway, Arkansas City, KS 67005	P.O. Box 1028, Arkansas City, KS 67005
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ron Ballard	ron.ballard@usd470.com	(620) 441-2000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Will Pfannenstiel	Assistant Superintendent	will.pfannenstiel@usd470.com	(620) 441-2000

### Other District Representative 1 - Name

Braden Smith

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

braden.smith@usd470.com

### Other District Representative 2 - Name

Sue McGowan

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

sue.mcgowan@usd470.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.usd470.com/546485\\_3](https://www.usd470.com/546485_3)

## Use of Funds for CDC Guidance

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

In the 2020/21 school year, during the first quarter, our students returned to a hybrid model where we rotated students between remote and in-person learning in an effort to mitigate the spread of COVID-19 by increasing social distancing. During the 2020/21 and 2021/22 school years our district experienced a high number of student and staff absences and at times had to close grade levels, buildings, and the entire district for high numbers of COVID-19 cases. The combination of these absence numbers and the statewide closure in the Spring of 2020 has created excessive learning loss in our students as indicated by local assessments, NWEA Map assessments, and State assessments.

In addition to new programs and increased instructional time, it is the goal of our district health and administrative teams to keep students and teachers healthy, to keep them in school, and continually focused on moving toward recapturing the learning loss that we have experienced. To do this, the USD 470 district health team works in combination with our Administrative team on any CDC guidance or updates as they occur. We have and will continue to communicate with student families via email, the Talking Points app., and social media for updates and references that they can use for the most current CDC, KDHE, and County Health Department guidance and how it will impact schools.

In continuing with our district's primary focus on student academic recovery, our plan for spending the ESSER funds will be directed to intervention staff, staff retention, student & staff technology, curriculum, and air handling to provide a safe learning environment for 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

Clarification 11.3.2022

Building administrations met with students in the middle and high school student councils to discuss the proposed ESSER III plan and receive their feedback. Students also participated in a districtwide survey which was open to all stakeholders. Information collected from these student council meetings in combination with survey data were used to determine the highest levels of need for pandemic-related instruction and support. The information gathered through this process was the driving factor in the development of the district's ESSER plan.

The following supports received the most interest from our students.

Summer learning programs

After-school programs

Additional behavioral support

Additional instructional materials

Our ESSER plan takes these recommendations into consideration and their needs are a part of the plan.

### Families

Clarification 11.3.2022

USD 470 held building Site Council meetings and districtwide KESA and strategic planning meetings where ESSER was also a topic. These meetings were attended by community members including teachers, parents, administrators, board of education members, and students. These meetings were productive in gaining input for the development of the ESSER Plan. Families in the district were also encouraged to complete a survey to share their input on the needs of students. These surveys were shared via email, website, social media, and through the district's communication app (Talking Points). Through those surveys and conversations, it was clear that families were most interested in seeing the following items present in our ESSER Plan.

Summer learning programs

After-school programs

Additional instructional materials

Retention of teachers and classified personnel

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

### School and District Administrators including Special Education Administration

Clarification 10/17/2022 - Information rewritten in KSDE provided format.

District and buildings administrators (17) met regularly to review the needs of our student and staff populations and had a hand in developing the ESSER III plan to gain approval. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The thirteen building administrators have contributed their thoughts and ideas and have expressed the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: Retention pay for staff members continuing to support students in future years.

Increased support by certified content interventionists

Extended day and summer programs

Additional SPED Personnel

PPE / Cleaning supplies / Air purifiers

These have all been taken into consideration and are part of our ESSER III plan.

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

Clarification 11.3.2022

The district worked directly with our teachers in site council meetings, and in quarterly meetings with the Arkansas City Teachers Association (ACTA) to develop the district's ESSER Plan. All school employees were encouraged to participate in the districtwide survey of student/school/district needs. Due to the extreme challenge of keeping trained staff members and support staff during the Pandemic, there was unanimous support for premium retention payments to maintain the operations of the school district. This agreement was unanimously approved by the Board of Education to include retention payments in November of 2022 and in March of 2023 for all employees to assist in maintaining current staff.

LEA employees also stressed the importance of the continuation of additional positions made possible by the ESSER II Plan.

The use of ESSER III funds for staff retention payments.

The use of ESSER III funds for refunding instructional time lost to COVID.

The continuation of additional teaching, special education, administrative, and health positions added under ESSER II.

## **Tribes**

Clarification 11.3.2022

In a review of our student information system, we identified 101 students who reported a designation of Native American. These families had the opportunity to attend site council meetings as well as reply to the district needs survey. USD 470 made contact with the Kansas Association of Native American Education and encouraged the district to address issues of equity, learning loss, and social-emotional learning needs. This in combination with data from stakeholder (parent) surveys indicates that the following strategies would be of the greatest benefit to them:

Summer learning programs.

After-school tutoring programs.

Additional behavioral support

Additional instructional materials

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

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

Clarification 11.3.2022

Contact was made with our contact at the Kansas NAACP and sent a survey regarding preferences for ESSER III distribution.

We have not yet received their feedback. The district also contacted the Kansas Hispanic and Latino American Affairs Commission which recommended the addition of bilingual personnel in counseling and administrative positions. Additionally, we reached out to Twin Rivers Developmental who shared the importance of equity and the continuation of services in the summer and after school for students. Through the ESSER III Plan, USD 470 plans to incorporate several interventions to assist students with disabilities including the continuation of after-school and summer school programs.

## **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**

Clarification 11.3.2022

USD 470 has collaborated with Twin Rivers Developmental and with the Cowley County Special Education Cooperative to ensure that all students with disabilities have a voice in our ESSER Plan. The district partnered with the Arkansas City Literacy Council and through our own ESOL and Head Start Departments to make contact with the families of ESL students and migrant families to provide availability for our district survey in an alternative language (Spanish). The district's building administrators have visited with foster families and juvenile intake who support the following interventions. Contact was also made with students currently listed as homeless by the district office to gain feedback and encourage their participation in the district needs survey. These conversations with representatives from each of the above groups in combination with the district need survey provided valuable input for the plan's development.

Responses with consensus from this group were:

Additional personnel support for academic intervention.

Supplemental instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded outside social and emotional/mental health services.

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

Our district met with community leaders that gather as a part of our KESA stakeholder group and held Site Council meetings at all attendance centers. We collected feedback from these community stakeholders in these meetings and also on a districtwide needs survey that was shared via email, website, social media, and through the district's communication app (Talking Points). The stakeholder needs survey was completed by 525 persons in our community. Their feedback both in open forum and from survey data indicate the following areas of priority or student need.

(These committees are made up of a diverse group of stakeholders, including community members who do not have children in our schools.)

Responses with consensus from this group were:

Additional personnel support for academic intervention.

Additional instructional materials and resources (student hardware and software, textbooks, curriculum, etc.)

Expanded outside social and emotional/mental health services

### **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.**

Arkansas City USD 470 and other Kansas schools shifted to remote learning in March 2020. In the fall of 2020, Arkansas City began the year with two learning models: "Hybrid, where students attended in-person on alternating days, and "Remote". Students returned to in-person late in the spring of 2021, but the year was significantly disrupted due to the spread of Covid variants. Throughout the first semester of the 21-22 school year, the district experienced substantially lower average daily attendance than in the years prior to the pandemic, all of which had a compounding effect on student learning and growth.

When comparing our Fall 2019 MAP data to Fall 2020 MAP data, our mean student performance dropped an average of 3.2 RIT points in math across grades 3-8. The most alarming drop was in 7th grade where there was a 6.8-point drop in the mean and in fourth grade where there was a 4.4-point drop in the mean. Our mean performance dropped an average of 1.4 RIT points in reading with the most significant decline in fourth grade, 3.5 RIT points. While the Fall 2022 MAP data in most cases has improved over Fall 2021 it is still not to the Fall 2019 level of performance.

The loss of learning was also evident on the Kansas Assessment. The percentage of students performing at the lowest two levels in math increased in all grades from spring 2019 to spring 2021. Performance at the middle level did not improve, just remained stagnant. The percentage of students performing at the lowest two levels in English Language Arts increased in all grades.

In the first semester of the 2019 school year, there were a total of 597 F's at the high school level. That increased to 1287 F's for the first semester of the 2020 school year. Interventions were put in place to increase student performance and grades, including revamped after-school and summer school programs, however, there is still work to be done. The failure rate will have a massive impact on graduation rates if students do not recover.

Additionally, Arkansas City Public Schools has a large and growing population of ESOL students. During the pandemic, communication with families and students that don't speak/read/write English suffered at a disproportionate rate. These students already struggle in class and need accommodations in place to be successful. Due to the remote/hybrid learning options in place for 2 school years, these students fell further behind.

In addition to the 22.4% ESOL population in our school district, Arkansas City also has 26.25% of students with an identified learning disability on an IEP. These students need additional support in place and COVID has severely impacted their academic performance.

**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 470 will be using ESSER III funds to continue with additional positions added under ESSER II to intervene with students who have academic needs. These positions include content specialists, counselors, school nurses, health aides, and administrative positions all of which are being used to support students who are At Risk due to instructional losses and have increased mental health needs. Funding for permanent substitutes will also be used to continue these programs from ESSER II. These positions have enabled our district to maintain consistency in instruction and provide an adult with an established relationship with the building and students in the absence of the regular classroom teacher.

Hiring and retaining staff in rural districts was beginning to be challenging prior to the pandemic but since the onset, this problem has grown exponentially statewide. Retention pay will be funded for each employee for each of the next two years in which they are contracted to work.

USD 470 will review our district curriculum and purchase or extend the licensing of a variety of instructional resources. Curricular resources for virtual learning and digital components will be recommended in the areas of mathematics.

Instructional time will continue to stay at increased levels through extended day and extended year programs made possible by ESSER funding. Summer school programs will continue to occur at each level in our district with expanded offerings. Each of these programs will include incentivized pay for instructors. Our schools will offer various after-school program intervention programs that will support students with reading, math, and credit deficiencies.

The academic recovery will be evaluated using student performance data including NWEA MAPS and the Kansas State Assessments. These assessments will be aligned to the curriculum and embedded with digital intervention programs to measure progress more frequently.

A measure of recovery for our secondary students will be credit acquisition. Our extended year and day programs allow students to recover credit towards graduation. In addition, the specialist positions will assist students in maintaining passing scores in new courses impacted by inadequate foundational knowledge.

Recovery requires extensive preparation and planning. Adapting curriculum, learning intervention systems, and planning for differentiation, staff will need to revise their practice and continuously evaluate student data. This challenge makes additional time to plan and collaborate necessary. USD 470 will evaluate our efforts using performance data collected, collaborative practices, collective responsibility, quality professional learning, academic personalism, and program coherence.

The initiatives in the social-emotional health of our students will be measured by the SRSS data administered three times annually. Our attendance and discipline data will also be examined. We will also examine the data from a newly implemented Character Strong program.

Our district plans to address the instructional technology that is in need of improvement. The updating of student devices will continue to be a need at all levels in the district. Lastly, funds will be used to improve air quality in the district's student attendance centers.

**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 allocation will be expended on staffing to help in the recovery of learning loss suffered during the COVID-19 pandemic as well as staff retention.

We have hired intervention staff for both ELA and math at all levels to address the learning loss.

We have dedicated substitute teacher positions to try to create instructional consistency for when students and staff have been out.

We have added a counseling position, 4 teaching positions, and 1.5 administrative positions to better address the increase in mental health needs of students and staff. These additional positions will be funded for two more years with the ESSER funds.

We have planned for summer school K-12 for the next 2 years.

We have planned for staff retention incentives for the next 2 fiscal years, payments will be made to staff to continue employment in the district.

We have planned for data and testing analysis with an intervention data coordinator that will be utilizing early warning and secondary intervention from our student data software.

We have planned for additional support through our SAT positions.

We are planning to continue a STEM summer program for the next 2 years.

We have purchased and are adopting new ELA curriculum resources for K – 8.

We are currently piloting a new math curriculum which will be adopted in the Spring of 2023.

Student technology upgrades are underway to replace outdated devices which affords the student the ability to work both in the classroom and at home.

**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.**

All students in the district are screened annually in the fall using the NWEA MAP Assessment. This data is analyzed to determine what students may need further assessment. If deficiencies exist, diagnostic assessments are given to determine where intervention is needed.

Interventions put in place will be based on each student's individual performance data which teachers will monitor as the student progresses through their grade level and transitions to the next teacher(s). Programs such as the After School Program (Enrichment Academy) and Summer School (Mind Craft) as well as additional time being added to each school day will assist in providing opportunities to address the loss of learning from the pandemic.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$5,688,994	\$0	\$5,688,994	ESSER III Allocations	\$1,137,799
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$5,688,994	\$0	\$5,688,994	Amount Still Needed	\$1,137,799
In Review Total	\$4,656,799	\$0	\$4,656,799	In Review Total	\$700,000
Amount Left	\$1,032,195	\$0	\$1,032,195	Amount Still Needed	\$437,799

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
470-3-0001	Direct	True	1000	110	12	\$170,000	Task Force Review
470-3-0002	Direct	False	1000	220	12	\$13,000	Task Force Review
470-3-0003	Direct	False	2400	110	1A	\$140,000	Task Force Review
470-3-0004	Direct	False	2400	220	1A	\$10,000	Task Force Review
470-3-0005	Direct	False	2400	210	1A	\$8,500	Task Force Review
470-3-0006	Direct	False	1000	610	4	\$20,000	Task Force Review
470-3-0007	Direct	True	1000	110	11A	\$100,000	Task Force Review
470-3-0008	Direct	True	1000	120	11A	\$80,000	Task Force Review
470-3-0009	Direct	True	2400	110	11A	\$20,000	Task Force Review
470-3-0010	Direct	True	1000	610	11A	\$30,000	Task Force Review
470-3-0011	Direct	False	2600	620	11A	\$7,500	Task Force Review
470-3-0012	Direct	False	2700	120	11A	\$70,000	Task Force Review
470-3-0013	Direct	False	1000	320	12	\$70,000	Task Force Review
470-3-0014	Direct	True	1000	110	12	\$28,000	Task Force Review
470-3-0015	Direct	False	1000	110	12	\$437,799	Task Force Review
470-3-0016	Direct	False	1000	110	2	\$70,000	Task Force Review
470-3-0017	Direct	True	1000	110	11B	\$85,000	Task Force Review
470-3-0018	Direct	True	1000	120	11B	\$15,000	Task Force Review
470-3-0019	Direct	False	2700	120	11B	\$10,000	Task Force Review
470-3-0020	Direct	True	1000	610	12	\$36,000	Task Force Review
470-3-0021	Direct	False	1000	110	12	\$900,000	Task Force Review
470-3-0022	Direct	False	1000	120	12	\$730,000	Task Force Review
470-3-0023	Direct	False	1000	610	4	\$600,000	Task Force Review
470-3-0024	Direct	False	1000	610	7	\$20,000	Task Force Review
470-3-0025	Direct	False	1000	736	9	\$850,000	Task Force Review
470-3-0027	Direct	True	1000	610	12	\$136,000	Task Force Review

## Line Item Details

Line Item ID: 470-3-0001

**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**

004

**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**

Continuation from ESSER II. The district has added 5 teaching staff in order to reduce class sizes for COVID-related safety particularly in times when teacher absences are impacting students in the classroom. This increase would be spread across the district, adding one staff member per attendance center. Teachers would focus on literacy and math supports in order to provide additional individual and small group instruction. These supports would focus on the recovery of lost learning resulting from the impact of the COVID 19 pandemic. These instructional positions went into place for the 2021-22 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>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$170,000
<b>Total Expenditures</b>	\$170,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Line Item ID: 470-3-0002

**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**

004

**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**

Continuation from ESSER II. These funds will cover the social security portion of the 5 additional staff members needed to increase social distancing and provide increased individual and small group instruction for literacy and math supports to address learning loss.

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

**Status**

Task Force Review

Line Item ID: 470-3-0003

**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**

Administrative Salaries

**Account Number**

004

**Function Code**

2400 - Support Services (School Administration)

**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**

Continuation of ESSER II. USD 470 hired 1.5 additional assistant principals for the elementary (1) and middle school (.5) levels to increase social distancing and better address student academic, physical, and mental health needs. These positions are necessary due to the increased logistical requirements as well as an anticipated increase in enrollment and a need to more rapidly respond to emotional trauma resulting from the COVID 19 pandemic. The addition of 1.5 assistant principals in USD 470 can be broken into three areas that directly correlate with needs created by the COVID 19 Pandemic and the state, local, and our school districts' response. 1. Assistant principals will be added to focus on learning recovery due to losses suffered due to the pandemic. This includes coverage of extended learning opportunities provided to students both during the summer and during the school year. These positions, in addition to areas 2 and 3, will be highly critical in providing professional development of teachers, in providing supervision for students, and maintaining positive learning environments in their assigned buildings. 2. Due to the pandemic, USD 470 has and continues to increase the number of personnel in the buildings where these assistant principals will be assigned. With additional personnel, comes the need for additional supervisory functions and a need for increased personnel to handle these duties and responsibilities. The management and instructional leadership of buildings must be maintained as they grow and the pandemic has lead to increases in both classified and certified positions. 3. The recent report from KSDE, using the Kansas Communities That Care survey data shows a great need across the state for additional methods, personnel, and resources focused on the social-emotional wellness and success of all students. In line with the state report, the survey data in USD 470 also shows a substantial need for increased support to curb depression and suicidal ideation. The following data from the KCTC survey reports what 71,000 students statewide in 2021, say about depression and suicide during the past year. 22,000 expressed feelings of depression 10,000 seriously consider killing themselves 6,700 made a plan to kill themselves 2,600 tried to kill themselves This data reflects that the equivalent of one 11-year-old in each KS school district has tried to kill himself. Within USD 470 we have seen a great increase in the need of students who need connections with both administrative personnel and counseling services. Through other avenues, our district has increased counseling and wellness services by adding personnel and by partnering with Four County Mental Health. In our largest elementary school and middle school, these additional assistant principals would be a valuable resource to see students sooner and help to address these issues related to social-emotional wellness. With access to ESSER III funds, additional personnel focused on assisting and providing a needed human resource or outlet for students are possible to address these challenges.

10/6/2022 - Box unchecked to count toward 20%.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$140,000
<b>Total Expenditures</b>	<u>\$140,000</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**

Social Security

**Account Number**

004

**Function Code**

2400 - Support Services (School Administration)

**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**

Continuation from ESSER II. These funds will cover the social security portion of the 1.5 additional assistant principals needed to increase social distancing, address learning loss, and provide logistical and response to emotional trauma.

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

Task Force Review

Line Item ID: 470-3-0005

**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**

Insurance

**Account Number**

004

**Function Code**

2400 - Support Services (School Administration)

**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**

Continuation from ESSER II. These funds will cover the health insurance portion of the additional assistant principal positions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$8,500
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<b>Total Expenditures</b>	\$8,500
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**Status**

Task Force Review

Line Item ID: 470-3-0006

**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**

Supplies

**Account Number**

004

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Continuation of ESSER II. USD 470 has implemented equity and inclusion initiatives in the district. The addition of the Talking Points app and other communication tools allow for the district, buildings, and teachers to communicate more effectively with non-English speaking parents and community members. Family engagement and support activities are being planned to assist families as well. Communication with specific subgroups was a challenge during remote and hybrid learning. The Talking Points app will further assist the district in providing social and emotional support to all. The Talking Points app is focused on strengthening the connection between teachers and families, especially in low-income, non-English speaking households. Due to COVID 19, the district quickly learned that our connectivity and communications in these households was a barrier to learning that presented a challenge to overcome. We know that distance learning can not work without strong teacher-family communications which need to overcome language barriers. Through CARES-SPARK the district was successful in greatly increasing our connectivity, leaving a focus on communication. Our district plan has a focus on strengthening these communicative areas for future distance learning scenarios, such as additional remote and hybrid learning brought on by possible new variants of COVID 19 or other instances that would require a move toward other learning models.

<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>	\$20,000
<b>Total Expenditures</b>	\$20,000

**Status**

Task Force Review

Line Item ID: 470-3-0007

**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 Salaries

**Account Number**

004

**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**

Continuation from ESSER II. Summer Extended Learning to address learning loss: Used to pay for additional salaries/expenses for staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Teaching Personnel required (All Levels) - Teachers (34), Coordinator (1), Counselors (2).

<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 ID: 470-3-0008

**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**

Classified Salaries

**Account Number**

004

**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**

Continuation of ESSER II. Summer Extended Learning to address learning loss: Used to pay for additional salaries/expenses for non certified staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0), Non-certified Personnel required: Student Assistant Team members and bilingual aides (24).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
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<b>Total Expenditures</b>	\$80,000
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**Status**

Task Force Review

Line Item ID: 470-3-0009

**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**

Administrative Salaries

**Account Number**

004

**Function Code**

2400 - Support Services (School Administration)

**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**

Continuation of ESSER II. Summer Extended Learning: Used to pay for additional salaries/expenses for administrative staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Elementary Administrative Personnel required (3).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
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<b>Total Expenditures</b>	\$20,000
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**Status**

Task Force Review



Line Item ID: 470-3-0010

**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

**Account Number**

004

**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**

Continuation of ESSER II. Summer Extended Learning: Used to cover additional learning materials, Greenbush camp fees, and PPE/sanitation supplies associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).

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

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

**Budgeted Expenditures in SFY 2023** \$15,000

**Budgeted Expenditures in SFY 2024** \$15,000

**Total Expenditures** \$30,000

**Status**

Task Force Review

Line Item ID: 470-3-0011

**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**

Energy

**Account Number**

004

**Function Code**

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

**Object Code**

620 - Energy

**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**

Continuation from ESSER II. Summer Extended Learning: Used to cover additional utilities in five buildings associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).

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

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

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$7,500

**Total Expenditures** \$7,500

**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**

Drivers

**Account Number**

004

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Continuation from ESSER II. Summer Extended Learning: Use to offset additional salaries for transportation personnel (Drivers) associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).

10/6/2022: USD 470 plans to continue using 7 drivers and 7 aides to support summer school transportation.

<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>	\$50,000
<b>Total Expenditures</b>	\$70,000

**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**

004

**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**

Continuation from ESSER II. Greenbush Literacy Support Services. USD 470 is a district where 62% of students qualify for free or reduced meals. The high number of students qualifying correlates to the deficits in literacy that the district has made great strides in overcoming. Due to and during the COVID 19 Pandemic, USD 470, while teaching in remote and hybrid formats, found that pedagogical constructs were less successful in filling these learning gaps. In many cases our data reflects that there actually are increases in the learning gaps for many students created by the loss of quality on-site instruction time with teachers. Filling the learning gaps of our students will require additional instruction time, new resources, and supports going forward. The Greenbush Literacy Support Service will support literacy instruction and provide literacy resources for educators and families. Resources provided include: instructional coaching and support, literacy resources for educators, and literacy resources for families with a goal of engaging families in joining the process, sharing family literacy data, and empowering families as readers.

<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>	\$50,000
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Task Force Review

Line Item ID: 470-3-0014

**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**

Teacher Salaries

**Account Number**

004

**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**

Continuation from ESSER II. Additional Special Education Teacher (.5) for Arkansas City High School. This position is needed as a result of COVID 19 and is tied to addressing learning loss, social distancing mitigation efforts, and distancing large case loads. Fifty percent of this teachers salary comes from USD 470 with the other 50% coming from the Cowley County Special Education Cooperative run through USD 465.

<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>	\$28,000
<b>Total Expenditures</b>	\$28,000

**Status**

Task Force Review

Line Item ID: 470-3-0015

**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**

Teacher Salaries

**Account Number**

004

**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 the impact of COVID-19, USD 470 students have experienced a significant loss of learning as evidenced by both NWEA MAP and state assessment data. This impact brought forth the need to make up for this 'learning loss' by increasing the amount of instructional time available to students. In addition to the After School and Summer School Programs, USD 470 has chosen to adopt a calendar with 6 additional minutes per day (the equivalent of 2.5 additional days) to its schedule for the 2022-23 school year.

Clarification 11.4.2022 This additional instructional time in school, the equivalent of 2.5 days added to the school year, allows for time to replace skills lost during the pandemic. Like the summer school and the after-school program, this time allows for reteaching and personalized instruction for each student. Using MAP data, teachers are able to specifically target and address these missing skills and provide reteaching activities. This additional time, as a part of the normal school day, makes it possible to meet the needs of ALL students, not only those who we are able to convince that extra time through the Summer School and After-School Programs is needed.

1. OECD (2014) Education at a Glance (OECD Publishing, Paris).
2. E Patall, H Cooper, A Allen, Extending the school day or school year. Rev Educ Res 80, 401–436 (2010).
3. E Meyer, C van Klaveren, The effectiveness of extended day programs: Evidence from a randomized field experiment in the Netherlands. Econ Educ Rev 36, 1–11 (2013).
4. N Kikuchi, The effect of instructional time reduction on educational attainment. J Jpn Int Econ 32, 17–41 (2014).
5. VM Jensen, Working longer makes students stronger? Educ Res 55, 180–194 (2013).
6. RA Parinduri, Do children spend too much time in schools? Evidence from a longer school year in Indonesia. Econ Educ Rev 41, 89–104 (2014).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$237,799
<b>Budgeted Expenditures in SFY 2024</b>	\$200,000
<b>Total Expenditures</b>	\$437,799

**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**

Teacher Salaries

**Account Number**

004

**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**

Continuation from ESSER II. Due to the impact of COVID 19 and the increased demands placed on school nurses, USD 470 has added an additional full time nursing position and two health aide positions for the 2021/22, 2022/23, 2023/24 school years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$70,000
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<b>Total Expenditures</b>	<u>\$70,000</u>
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**Status**

Task Force Review

Line Item ID: 470-3-0017

**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**

Teacher Salaries

**Account Number**

004

**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**

Continuation from ESSER II. After School Program: Used to pay for additional salaries/expenses for certified staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading of new content and reteaching of skills due to learning loss as experienced due to the COVID 19 Pandemic.

10/6/2022: The USD 470 After School Program runs 1.5 hours per day, 3 days per week for 12 weeks, and uses 37 teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$70,000
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<b>Total Expenditures</b>	<u>\$85,000</u>
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**Status**

Task Force Review

Line Item ID: 470-3-0018

**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**

Classified Salaries

**Account Number**

004

**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**

Continuation of ESSER II. After School Program: Used to pay for additional salaries/expenses for classified staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading and reteaching of skills due to learning loss associated with and due to the COVID 19 Pandemic.

10/6/2022: The USD 470 After School Program runs 1.5 hours per day, 3 days per week for 12 weeks, and uses 17 classified aides.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
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<b>Total Expenditures</b>	\$15,000
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**Status**

Task Force Review

Line Item ID: 470-3-0019

**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**

Drivers

**Account Number**

004

**Function Code**

2700 - Student Transportation Services

**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**

Continuation of ESSER II. After School Program: Used to pay for additional salaries/expenses for transportation staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading and reteaching of skills due to learning loss associated with and due to the COVID 19 Pandemic. The After School Program will create additional bus routes for students at later than regular times.

10/6/2022: Four bus drivers are used for the USD 470 After School Program.

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

Task Force Review

Line Item ID: 470-3-0020

**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**

Supplies

**Account Number**

004

**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**

Continuation of ESSER II. Reimbursement for Tutor Me subscription license renewal. Tutor Me is a web based software application which provides online and telephone support for students outside normal school hours. This program allows for students to call in for assistance on homework and meets the varied schedule of families and students. This application serves as an additional support and tool in replacing learning learning lost due to the COVID 19 Pandemic.

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

**Status**

Task Force Review

Line Item ID: 470-3-0021



**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**

Teacher Salaries

**Account Number**

004

**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**

Continuation from ESSER II. Retention pay for certified personnel for the 2022-23 and 2023-24 school years. The COVID 19 Pandemic has made it even harder for Kansas school districts to retain certified personnel in rural settings. Retention pay will be paid to certified personnel in the months of November and March during the 2022-23 and 2023-24 school years in an effort to show the district's appreciation for their work and retain teachers. This is in addition to paying teachers for increased time added to the school day.

10/6/2022: Certified personnel will be paid a retention payment of \$1250 once in November 2022 and once in March 2023. This amount reaches 228 employees with a total cost of \$297,500 per payment to 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>	\$300,000
<b>Budgeted Expenditures in SFY 2024</b>	\$600,000
<b>Total Expenditures</b>	<u>\$900,000</u>

**Status**

Task Force Review

Line Item ID: 470-3-0022

**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**

Classified Salaries

**Account Number**

004

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Retention payments for classified personnel for the 2022-23 and 2023-24 school years. The COVID-19 Pandemic has made it even harder for Kansas school districts to retain classified personnel in rural settings. Retention pay will be paid to classified personnel in the months of November and March during the 2022-23 and 2023-24 school years in an effort to show the district's appreciation for their work and retain personnel. This is in addition to hourly increases paid for the increased time added to the school day.

10/6/2022: A payment based on the following will be paid to classified personnel for retention once in November 2022 and again in March 2023.

12-month personnel: 4 employees under 1 year (\$625/payment); 67 employees over 1 year (\$1250/payment). Total payment (s): \$86,250/\$172,500.

10.5 month personnel: 9 employees over 1 year (\$1,100/payment). Total payment(s): \$9,900/\$19,800.

9-month personnel: 29 employees under 1 year (\$470/payment); 100 employees over 1 year (\$940/payment). Total payment (s): \$107,630/\$215,260.

12 month part-time personnel: 1 employee under 1 year (\$300/payment); 2 employees over 1 year (\$500/payment). Total payment(s): \$1,300/\$2,600.

9-month part-time personnel: 2 employees under 1 year (\$200/payment); 7 employees over 1 year (\$400/payment). Total payment(s): \$3,200/\$6,400.

Total expense/payment \$208,280.

Total FY 23 expense 416,560.

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

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

**Budgeted Expenditures in SFY 2023** \$420,000

**Budgeted Expenditures in SFY 2024** \$310,000

**Total Expenditures** \$730,000

**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**

Supplies

**Account Number**

004

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

USD 470 plans to purchase a core curriculum resource for mathematics. The resources currently in use are not sufficient to adaptively assess and address individual student intervention programs or the needed structured recovery of making up for learning lost during the COVID 19 Pandemic. The district is currently piloting math curriculum resources that were selected by a districtwide committee made up of teachers and administration from all levels. Following the pilot this committee will present to the USD 470 Board of Education for approval and final adoption.

<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>	\$0
<b>Total Expenditures</b>	<u>\$600,000</u>

**Status**

Task Force Review

Line Item ID: 470-3-0024

**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**

Supplies

**Account Number**

004

**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**

USD 470 previously purchased classroom air purification units that require the changing of MERV 13 rated filters twice per year. This request is for funds to continue the purchasing of replacement filters and other ppe such as masks, gloves, gowns, and goggles.

<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

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 470-3-0025

**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**

Instruction

**Account Number**

004

**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**

Computers and related equipment (including software if bought as a package). This purchase would allow for the replacement of student Chromebooks in grades 1, 5, and 9. This rotation allows the district to continue with the use of software purchased to assist in reducing learning loss and maintain readiness to move into remote learning should the need arise. Without the updating of these devices, the district will not be able to run all software purchased with ESSER funds aimed at the replacement of learning lost during the time out of school due to the Pandemic. The district would also not be able to move into remote instruction if the need should again arise. The 1:1 initiative in our district has allowed for students to use software and internet-based programs aimed at replacing skills lost during 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>	\$400,000
<b>Budgeted Expenditures in SFY 2024</b>	\$450,000
<b>Total Expenditures</b>	<u>\$850,000</u>

**Status**

Task Force Review

Line Item ID: 470-3-0027

**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

**Account Number**

004

**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**

Rewal of Edgenuity purchased originally with ESSER I funds. Edgenuity is what USD 470 has used in helping students who need alternatives to in classroom learning due to the void and loss of credits for many students as a result of COVID 19. The listed expenditure for FY23 will be to reimburse USD 470. The listed expenditure for FY24 is for a second extended renewal.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37,500
<b>Budgeted Expenditures in SFY 2024</b>	\$98,500
<b>Total Expenditures</b>	<u>\$136,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0476

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>
Copeland	105 Thatcher, Copeland, KS 67837	Box 156, Copeland, KS 67837
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jay Zehr	<a href="mailto:jay@usd371.org">jay@usd371.org</a>	(620) 668-5565

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jay Zehr	Superintendent	<a href="mailto:jay@usd371.org">jay@usd371.org</a>	(620) 668-5565
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Kaylee Coles	<a href="mailto:kcoles@usd476.org">kcoles@usd476.org</a>		
<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.usd371.org/documents/quick-links/covid-19-information-page/251219>

## 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 #476 plan for the use of ESSER III funds include updating and improving air quality at Copeland Elementary School. Currently the elementary school classrooms are equipped with outdated window AC units for cooling and a more modern boiler system for heating. The heating system was installed in 2011 and updated 2019 and is sufficient for heating. The boiler system that was installed has the option to add an AC system that the district would like to complete using our ESSER III funds. The district has an HVAC needs assessment completed by Weber Refrigeration of Dodge City in October 2021. The addition of the AC system would allow for the improvement of air quality, circulation, filtration, purification, and monitoring which is essential in the effort to mitigate the spread of COVID-19 in the building. Through this process USD 476 is making an effort to improved air quality to meet the American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) specifications for indoor air quality.

The AC system would include the installation of Variable Frequency Drives (VFD'S) in each of the two current multi-zone units, add two new 20-ton air cooled condensing units to attach to the two multi zone units, install thirteen new field programmable zone controllers, install one new zone damper actuator, add a centralized exhaust system to balance fresh air coming in and exhaust the bathrooms, add thirteen new space thermostats, eleven with Co2 sensors, increase the outside air system and run it through duct work, add 2 new outdoor air dampers, and integrate the kitchen exhaust increase air flow for the multi-zones for balanced pressurization. The system will optimize the circulation of outside fresh air in the capacity that is sufficient to meet ASHRAE specifications.

Mitigation strategies for the use of ESSER-III funds will also be designated to the areas of learning loss. The district has employed a PK-8 Intervention Specialist whose primary job is developing intervention plans and collaborating and directing teachers in the protocol of implementation for students designated as having experienced or is experiencing academic learning loss using Fastbridge data. Our interventionist works directly with all students, staff, Tier I, II, and III students, and At-Risk students addressing specific academic needs. Additional duties include administering our MTSS program and reviewing data to determine intervention strategies.

## **Stakeholder Engagement**

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

### **Students**

A survey was made available to all students to acquire their input on the use of ESSER III Funds. The survey was a Google Form in which students could access through a link on our districts website. 14 students responded to the ESSER III survey. The results indicated that the majority of the students had little concern about the impact of COVID. This may have to do with our district not having to remote learn and very few of our students missed school because of COVID. The did support the idea of providing intervention and support for students who are academically challenged. The two areas students felt strongly about were providing additional help for struggling students and having structured interventions for students during the school year. They also affirmed the importance of removing the A/C units in favor of a centralized system which they indicated would be a quieter learning environment as well as allowing for more fresh air to be in the classrooms.

### **Families**

A survey was made available to all district stakeholders to seek their input as to the use of ESSER III funds. The survey was made public through publication in the local newspaper as well as social media notifying the stakeholders how to access the survey on the school district's website. The survey was a Google Form similar to the student survey mentioned above. Feedback was also received through the district's site councils. The district received 5 community survey responses. Providing academic support by supporting intervention strategies was an important priority. Feedback demonstrated the importance of academic support and student health. Support for continued summer school and after school programs was indicated as well. Patrons indicated strong support for continued employment of the invention specialist who can address academic needs and instructional strategies. They also affirmed the importance of removing the A/C units in favor of a centralized system which they also indicated would be a quieter learning environment as well as providing purification of air.

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



The district is a member of the High Plains Educational Cooperative which provides for the needs of our special education identified students. Administrative meetings were held to address areas of possible learning loss for all subgroups. Strategies discussed included the use of the district's intervention specialists, data acquisition and interpretation for high school students, academic support, student health and well being, and closing the gap due to possible learning loss. The HPEC administration and the HPEC Board of Directors met with superintendents within our HPEC Coop to collaborate with ideas how to use ESSER III Funds that would be of the most benefit to our students. HPEC agreed to assist in our summer school program, professional development, and provide emotional support strategies.

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

Principals, teachers, school staff, Copeland Teachers Association, and the USD #476 Board of Education have all been instrumental in acquiring input through surveys and meetings. These groups include our Building Leadership Team meetings, District Leadership meetings, Site Councils, numerous school board meetings, and our KESA accreditation team. The focus was how to prioritize the use of ESSER III funds. This group includes the people that work on the front line and the most knowledgeable as the direct and specific needs of our schools and students. After numerous meetings and discussions, the consensus was to support adding AC to our HVAC system in the elementary and the employment of an Intervention specialists. The interventionist duties will include assisting in revamping our summer school program, the Tier II & Tier III MTSS specialist, a plan developer for K-8 intervention strategies and assist the administration in researching professional development strategies.

Just as the feedback from students and patrons, the need for the elimination of window A/C units was heavily supported. The reasoning was consistent as well with an improved learning environment and the inclusion of purified air the two major areas of importance.

### **Tribes**

Copeland USD #476 does not have any recognized tribal groups in our area. The community survey included a space for patrons to indicate if they were affiliated with a tribe. Of the surveys received, no one individual indicated they were Native American. The student enrollment forms were reviewed and no students were identified as Native American.

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

Copeland USD #476 does not have any identified Civil Rights or Disability Rights Organizations in our area. The community survey included a space for patrons to indicate if they were associated with said organizations. An email was sent to Kansas Action for Children and as of today they have not replied.

### **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**

Each of the stakeholder groups mentioned in the engagement question were represented in the community wide survey. The district received a limited number of responses. The district does have a small ESL population consisting mainly of German Mennonite families that speak Low German and English. There are no identified homeless families, no students in foster care, three migrant students, and no incarcerated children. The ESL (28% of our student population) and children with disabilities (14% of our student population) are the two stakeholder groups that make up the majority of this section. Parents were communicated with about the ESSER III Plan. The survey feedback included the desire to continue to identify interventions and manipulatives for struggling students due to COVID-19. The majority of stakeholders were supportive of interventions for students with academic loss, safety of student health, and improving air quality for Copeland Elementary school. The BOE is committed to sustaining the Intervention Specialists position when the ESSER III funds are no longer available.

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

The community wide ESSER III survey was made available to every patron in the district. This survey was made available through social media and the district website. The discussion of ESSER III and the use of said funds has been discussed at board meetings amongst board members and administration. The survey results and various other methods of input were included in the discussion and used to narrow the scope and direction the board proceeding with in the use of funds.

### **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 dramatically changed our world and the world of our children. In March of 2020 USD 476 and USD 371 left for spring break and never returned for the remainder of the school year. Teachers and students met via Zoom, learning packets were hand-delivered, and school lunches were provided to families. The following year our districts remained in person with masks and screens set up for safety. USD #476 held in-person learning throughout the entire 2020-21 and 2021-22 school years. We are very proud of the effort our maintenance staff, administration, teachers, support staff, and patrons. Even though we provided in person learning, the district did encounter higher absenteeism than pre COVID-19 years. This can be contributed to some parents removing their students from the school in fear of COVID-19, contact tracing, COVID illness, and required quarantines.

Our English language learners and students with dyslexia or other special learning disabilities have been the two subgroups Fastbridge data has shown as having a learning gap attributed in part to COVID-19. We are especially focusing our energy and resources on those students who lost such essential early learning time due to COVID-19.

The district employed a reading interventionist who has been trained in trauma informed instruction, dyslexia, and Alphabet Phonics Literacy. This position is full-time and she works with students in grades K-8 during the school year and also during summer break. She works with At-Risk students, ESL students, SPED students, and any other student who may have suffered learning loss during the pandemic. Students of all sub-groups have the opportunity for services from our Intervention Specialists as the staff deems necessary. The Intervention Specialist will be responsible for assisting with the SIT Process K-8, MTSS Tier I core support, MTSS Tier II and Tier III support, SPED and ESL support, researching resources, manipulatives, and interventions for our teachers and paraprofessionals to administer to our students. USD 476 has purchased Fastbridge as our universal screener this year. This screener will include early literacy, reading, math and social emotional screeners to help impact our instruction and interventions for students. Leaders will use this data to work with teachers to coordinate goals to identify students at risk and make sure the needs of all our students are being met. The Intervention Specialist, in conjunction with teachers and administration, will coordinate professional development specifically addressing dyslexia and intervention strategies.

The district has revamped its summer school program to address the academic impact of the pandemic on our students. In conjunction with USD #371 we have identified 45 students who were recommended to the summer school program. Certified teachers were employed to deliver instruction that targeted learning losses of students from all student subgroups. Individual teachers arranged for tutoring sessions throughout the summer to work with students. Evidence based practices such as phonemic awareness, intense vocabulary instruction, number concepts, problem solving process, and other explicit language and math instructional strategies.

**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)**

Collection of data and individual written plans continue to be a focus to progress monitor students who have been designated as having learning loss. This will ensure plans are implemented and teachers are aware of each student's needs and progress. SIT plans and individual intervention plans will be used to guide the staff in strategies used to provide additional academic and social/emotional support. High Plains Educational Cooperative will assist our intervention specialist and interrelated personnel to ensure appropriate plans and strategies are in place to address social and emotional needs of our special education students. Collaboration between our staff and HPEC will provide the means necessary to formulate the IEP's of our special education students. The Intervention Specialists and the district's counselor work together in the implementation of Fastbridge for data collection and implementing intervention strategies to address learning deficiencies. Fastbridge training and implementation was provided through Southwest Plains Regional Service center to all secondary and elementary staff members.

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

USD 476 Copeland will use the remaining funds to install an AC component to our existing HVAC unit. This will replace individual window AC units that are currently in place in each elementary classroom. The AC addition will drastically improve air quality in our buildings.

**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 Interventionist will be responsible for developing written plans, collection of data, and progress monitoring of K-8 students who have been identified as encountering learning loss. SIT plans and Intervention plans will also be used to develop and guide strategies used to provide additional supports. The district has an HPEC coordinator available that will be directly involved in assisting in identifying students with social emotional needs as a result of COVID-19. USD 476 and USD 371 have purchased Fastbridge as our universal screener this year and received implementation training from a specialist through Southwest Plains Regional Service Center. This screener will include early literacy, reading, math and social emotional screeners to help impact our instruction and interventions for students. The Intervention Specialist and our Counselor will ensure that the program is implemented, students are identified, and target areas for intervention are targeted. Leaders from both districts will use this data to work with teachers to coordinate goals to identify students at risk and make sure the needs of all our students are being met. SIT plans for all grade level students will address both academic and social emotional needs of students and will include all subgroups of students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$136,251	\$0	\$136,251	ESSER III Allocations	\$27,251
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$136,251	\$0	\$136,251	Amount Still Needed	\$27,251
In Review Total	\$27,251	\$0	\$27,251	In Review Total	\$27,251
Amount Left	\$109,000	\$0	\$109,000	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
476-3-0001	Direct	True	1000	110	12	\$27,251	Task Force Review

## Line Item Details

Line Item ID: 476-3-0001

### 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 (ARP)

### Account Number

91

### 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**

Partial salary for the employment of an Intervention Specialist who will collaborate with, and direct teachers, in the protocol of educating students identified as having experienced or is experiencing academic learning loss due to COVID-19.

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

**Budgeted Expenditures in SFY 2022** \$27,251

**Budgeted Expenditures in SFY 2023** \$0

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

**Total Expenditures** \$27,251

### Status

Task Force Review



## ESSER III Change Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS							
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	219	Minneola	247	57%	\$ 361,184	\$ 361,184	100%	\$ 361,184	\$ 361,184	\$ -	100%	\$ 1,461
2	232	De Soto	7,016	11%	\$ 4,386,112	\$ 2,972,095	68%	\$ 3,543,878	\$ 3,543,878	\$ 571,783	100%	\$ 505
3	243	Lebo-Waverly	454	37%	\$ 442,063	\$ 324,413	73%	\$ 442,063	\$ 442,063	\$ 117,650	100%	\$ 974
4	297	St Francis Comm Sch	269	51%	\$ 440,247	\$ 351,135	80%	\$ 435,885	\$ 435,885	\$ 84,750	100%	\$ 1,619
5	325	Phillipsburg	579.5	38%	\$ 714,497	\$ 714,497	100%	\$ 714,497	\$ 714,497	\$ -	100%	\$ 1,233
6	426	Pike Valley	202	49%	\$ 293,208	\$ 181,991	62%	\$ 293,208	\$ 293,208	\$ 111,217	100%	\$ 1,455
7	446	Independence	1,898	65%	\$ 6,179,826	\$ 4,861,483	79%	\$ 5,208,909	\$ 5,208,909	\$ 347,426	100%	\$ 2,744
8	497	Lawrence	9,992	31%	\$ 13,573,376	\$ 13,573,376	100%	\$ 13,573,376	\$ 13,573,376	\$ -	100%	\$ 1,358
<b>Total</b>			<b>20,657</b>	<b>29%</b>	<b>\$ 26,390,513</b>	<b>\$ 23,340,174</b>	<b>88%</b>	<b>\$ 24,573,000</b>	<b>\$ 24,573,000</b>	<b>\$ 1,232,826</b>	<b>93%</b>	<b>\$ 1,190</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 D0219

Status  
Approved

## KSDE Application Comments

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Minneola	111 E. Locust, Minneola, KS 678650157	PO Box 157, Minneola, KS 678650157
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lance Custer	lcuster@usd219.org	(620) 885-4372

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lance Custer	Superintendent	lcuster@usd219.org	(620) 885-4372

## 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.usd219.org/320211\\_2](https://www.usd219.org/320211_2)

## Use of Funds for CDC Guidance

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

Minneola Schools strive to create an environment that is safe and inviting to students, staff, and the community. This year our COVID protocols have included: recommending masks and social distancing, increased cleaning in high contact areas, providing needed resources for students and staff to stay safe and healthy. We have implemented the Test to Stay and Learn Plan to allow students and staff to remain at school after being exposed by testing everyday on site. They are required to wear a mask during this testing window. We work along side with our local health department to stay up to date on the latest COVID protocols and local case data.

## 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 students were involved with the ESSER plan in two different forms. There was a survey provided to them that asked specific questions on needs of the district. There was also a meeting held to discuss what ESSER is and how the money could be utilized. The students provided good feedback on both the survey and group meeting. That information was utilized in determine the plan. Some of the feedback included but not limited to additional staffing to help with learning loss. They also included that a summer school program would be good to work with individual or small groups of students. There was also discussion on the addition of more CTE classes to provide more opportunities for students.

### Families

In order to gain feedback from the families a survey was sent out that included seven different section: Learning opportunities, Learning materials, Technology, SEL, Personnel, Operations and facilities, and Programs. There was also a section to add in comments. The families provided some very good information to help guide the planning process. That information included; more training for staff on SEL, more mental health support, after school program, additional resources for parents, upgraded technology for remote learning, STEM programs, and higher education opportunities.

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

Many meetings have been held in regards to planning and gaining feedback from school administration to guide the process. These are highly attended and great feedback was provided. Areas of focus included: intervention support for all staff, After school and summer school programs, resources to address learning loss at all levels, and Social and emotional support for students and staff.

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

Feedback from this group was acquired from a meeting to go over what ESSER is and how it can be utilized. This meeting included lots of open discussion to gain feedback to guide the planning process. The staff provided information including: hiring an interventionist to address learning loss, creating an intervention library of resources for staff, virtual reality devices to allow students to go on field trips and bring in presenters without the worry of being exposed to COVID, professional development, and an after school program.

### **Tribes**

Our student information system does not indicate we have any tribal students in our district. We reached out to Kickapoo tribe since they are located in Kansas but did not receive any feedback. Even though we did not receive feedback we plan to incorporate supports with a jump start summer school program, support for students, and parent resources. Survey link: [www.usd219.org/336365\\_2](http://www.usd219.org/336365_2)

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

We do not have any active civil rights groups in Minneola so local data was not collected. I contacted the Mayor and city manager to obtain any information in regards to previous members but was not able to locate any current addresses to send a survey for feedback. We also sent surveys to ACLU of Kansas and United Way of Dodge City but did not receive any feedback. While we did not hear back from anyone, we have made plans to implement a jump start summer school program, add a district interventionist, and provide resources to parents. This will benefit our low SES and student with disabilities groups who have experiences learning loss due to COVID-19. Survey link: [www.usd219.org/336365\\_2](http://www.usd219.org/336365_2)

### **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 with our students and staff representing these subgroups to develop our ESSER plan. The feedback from this group was challenging. A survey was provided and a focus group was utilized. The feedback included: more SEL support, after school programs, resources for parents, and more resources and support for ELL students.

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

The public was provided the opportunity to give feedback with a survey. The feedback that was provided included: after school programs, additional resources for staff, technology upgrades, more staff to support students, and enhanced HVAC system.

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

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



Over the last 20 months Minneola USD 219 has been affected with increased financial burden, noticeable learning loss, and emotional impacts on our students. In regards to the financial cost, we have had to purchase more technology including laptops and hotspots for internet, to allow our students to be able to remote learn while quarantined due to COVID. Also additional technology for our staff to be able to affectively communicate with the students while they are at home. Those costs added up to \$25,000 - \$30,000. We are still in need of more updates to our technology to meet the needs of both the students and staff while remote learning is taking place. Those needs include more laptops that are able to run the newer programs that the teachers are using and hotspot monthly usage fees. Minneola USD 219 also incurred an increase in overtime for facility and bus cleaning and the increased need for supplies to meet this needs.

In regards to learning loss, we have noticed a drop in scores with last year's local and state data. Teachers have also noted a drop in scores with informal and formal assessments. We have especially observed this in the class that was in kindergarten during the 2020 school shutdown. They missed 9 weeks of in class learning where important skills were not able to be taught at the needed level. The first grade teacher last year and the 2nd grade teacher this year have made some gains but there is still a need to address the learning loss.

The emotional impact of COVID-19 had started to become evident the spring semester of 2021 and has been more noticeable this school year. This has been observed with the increase in counselor meetings with individual and small groups of students that are over-stressed with the effects that COVID has had on them and their families. This has taken the counselors away from being able to work with larger scale groups since they are also working along side with the administration to address the learning loss with students and the data that is accompanied with that.

**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)**

Minneola USD 219 plans to utilize the funds to address learning loss and a few different aspect. The first area will be to hire a PreK-12 Interventionist that will be utilized by every staff member and the administration. As research has shown utilizing the MTSS process can greatly benefit students and staff. This person will guide the staff to identify the students that are in need to additional support due the to loss of learning due to COVID. The interventionist will help data sort the students and create a plan to provide the needed time and resources to address the need. The staff and interventionist will also use AimsWeb and Fastbridge to assess the students to identify their current cognitive level and use those programs to monitor growth. The interventionist will work closely with the teacher to provide strategies to address the learning loss and coach that teacher during the Tier levels of support. The interventionist will also work with students as well to provide needed support.

The other area that will be implemented to address learning loss in the addition of a jump start summer program two weeks before school starts. Staff will work with identified students for three hours a day to address areas of need to prepare them to be successful for the first day of school.

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

The remaining funds will be used to purchase a variety of needed classroom supplemental materials and equipment. Part of the funds will be to purchase a math program that can be used at k-8th grade level. It provides supplemental resources that teachers can use to address the areas of weakness for the students. Another area that the funds will be used if to provide students with the opportunity for field trips and to bring in outside individuals while remaining safe using virtual reality glasses. They also come with a program that staff can use to provide additional resources for students that need additional support.

One area that has been challenging for the staff is using the classroom in a safe way to allow for social distancing. Part of the money will be used to purchase a classroom set of desk and chairs so that students can move in and out of guided learning. Outside tables and benches will be purchases so that staff can use the outdoor areas more to spread out the students on nice days.

The additional funds will also be used to purchase hotspots so students can remote learn if quarantined. Additional student and staff computers and technology will be purchased so that all students and staff have the opportunity to remote learn when needed. In order for the data to be reviewed by groups a large data screen will be purchased along with wall mounting hardware to increase the efficiency of data sorting the 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 interventions that will be utilized from FastBridge include a social emotional aspect that will be used on all students to assess their current state of mental health. That data will be used to identify students that are in need of additional support and resources. The intervention program comes with guided practices to address the need that will be used by the staff. Since it will be used on all students the areas of low-income, students of color, ELL, children with disabilities, students experiencing homelessness, children in foster care, and migratory students will be included.

The addition of a district interventionist will also free up time that our current counselors have committed due to addressing learning loss. The interventionist will take over those roles and give that time back to the counselors so they can focus on individual and small group needs of the students. This will be a great benefit for both our students and staff.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$361,184	\$0	\$361,184	ESSER III Allocations	\$72,237
Approved Total	\$342,084	\$0	\$342,084	Approved Total	\$220,800
Amount Left	\$19,100	\$0	\$19,100	Amount Still Needed	\$0
In Review Total	\$19,100	\$0	\$19,100	In Review Total	\$18,820
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
219-3-0013	Direct	True	1000	644	12	\$18,820	Task Force Review
219-3-0014	Direct	False	1000	321	8	\$280	Task Force Review
219-3-0001	Direct	True	2100	110	12	\$135,000	Approved
219-3-0002	Direct	False	1000	700	13	\$13,284	Approved
219-3-0004	Direct	True	1000	590	12	\$9,100	Approved
219-3-0006	Direct	True	1000	321	12	\$700	Approved
219-3-0007	Direct	True	1000	110	11A	\$13,000	Approved
219-3-0008	Direct	True	1000	590	9	\$5,000	Approved
219-3-0009	Direct	True	1000	321	9	\$22,000	Approved
219-3-0010	Direct	True	1000	321	16	\$15,000	Approved
219-3-0011	Direct	False	1000	110	16	\$108,000	Approved
219-3-0012	Direct	True	2212	110	12	\$21,000	Approved

## Line Item Details

Line Item ID: 219-3-0013

**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**

Intervention Supplies ESSER III

**Account Number**

07-1000-644-003

**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**

Purchase resources to support the Intervention Specialist position to address learning loss due to COVID. This would include but not limited to supplemental material for math, english, social studies, and science/STEM. It would also include classroom resources to support the new position.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,550
<b>Budgeted Expenditures in SFY 2024</b>	\$9,270
<b>Total Expenditures</b>	<u>\$18,820</u>

**Status**

Task Force Review

Line Item ID: 219-3-0014

**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**

ESSERE III - Tech Related Supplies

**Account Number**

07-1000-321-003

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement 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**

Provide internet access for students while at home due to quarantine from COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$280
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$280</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved for \$2,200 at the March 2022 State Board meeting.

Line Item ID: 219-3-0001

**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 - Interventionist

**Account Number**

07-2100-110-003

**Function Code**

2100 - Support Services (Students)

**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**

PreK-12 Interventionist to address learning loss from COVID

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$67,000**Budgeted Expenditures in SFY 2024** \$68,000**Total Expenditures** \$135,000**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: 219-3-0002

**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- Equipment

**Account Number**

07-1000-700-003

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

Classroom furniture to allow student to social distance in order to create a safe learning environment. This would include classroom desk and chairs and out tables to allow students and staff to utilize the outdoor spaces.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$13,284
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,284</u>

**Status**

Approved

**Line Item Comment from KSDE**

Addtl info from Supt 1/31/22: We have a 3rd grade classroom that has very old mismatched tables and chairs that make it hard to group up and separate when needed. The new tables and chairs would make it much easier for the teacher to move in and out of a group for social distancing. Classroom set of desks and chairs: \$6,284 We have been using the outdoor tables and benches for outdoor classrooms that we borrowed from the city. They are needing them back so we need to replace them so we can continue to use the outdoor space to spread our kids. Outdoor tables: 4 environmental tables at \$1125 each = \$4,500 Outdoor benches: 4 environmental benches at \$625 each = \$2,500

Line Item ID: 219-3-0004

**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 - Other Contracted

**Account Number**

07-1000-590-003

**Function Code**

1000 - Instruction

**Object Code**590 - Inter-educational, Interagency  
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**

Math Supplemental Material to address learning loss at elementary and junior high level

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,500**Budgeted Expenditures in SFY 2023** \$3,800**Budgeted Expenditures in SFY 2024** \$3,800**Total Expenditures** \$9,100**Status**

Approved

Line Item ID: 219-3-0006

**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 - Tech Related Supplies

**Account Number**

07-1000-321-003

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Data screen and mounting hardware to be used to address learning loss data review for staff and administration

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$700**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$700**Status**

Approved

Line Item ID: 219-3-0007



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III \_ Learning Loss Summer

**Account Number**

07-1000-110-003

**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**

Beginning of next school year summer school to address learning loss due to COVID. This would include 2 weeks before the next school year begins.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$6,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,500
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<b>Total Expenditures</b>	<u>\$13,000</u>
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**Status**

Approved

Line Item ID: 219-3-0008

**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 - Other Contracted

**Account Number**

07-1000-590-003

**Function Code**

1000 - Instruction

**Object Code**590 - Inter-educational, Interagency  
Purchased Services**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

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

Purchase AimsWeb and FastBridge online screening material to address learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
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<b>Total Expenditures</b>	<u>\$5,000</u>
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**Status**

Approved

Line Item ID: 219-3-0009

**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 - Tech Related Supplies

**Account Number**

07-1000-321-003

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase 75 chromebook at approx \$290 each to provide connectivity between home and school and address learning loss due to COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$22,000**Status**

Approved

Line Item ID: 219-3-0010

**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 - Tech Related Supplies

**Account Number**

07-1000-321-003

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement 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**

Purchase 8 teacher computers to allow to utilize new online materials to address learning loss due to COVID.

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

Approved

Line Item ID: 219-3-0011

**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\_ Premium Pay

**Account Number**

07-1000-110-003

**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**

Provide \$1000 in retention pay for each staff member in May.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$54,000**Budgeted Expenditures in SFY 2024** \$54,000**Total Expenditures** \$108,000**Status**

Approved

Line Item ID: 219-3-0012

**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 - Learning Loss PD

**Account Number**

07-2212-110-003

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Providing professional development for staff to address the learning loss due to COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,000**Budgeted Expenditures in SFY 2023** \$7,000**Budgeted Expenditures in SFY 2024** \$7,000**Total Expenditures** \$21,000**Status**

Approved



# ESSER III APPLICATION FOR D0232

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>
De Soto	35200 W. 91st Street, De Soto, KS 66018	35200 W. 91st Street, De Soto, KS 66018
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Frank Harwood	fharwood@usd232.org	(913) 667-6200

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Alvie	Cater	acater@usd232.org	(913) 677-6200
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Julie Stucky	jstucky@usd232.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Joseph Kelly	jkelly@usd232.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.usd232.org/Page/9148>

## 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 232 will continue to work with state and local health officials in support of our mitigation strategies. ESSER and other funds are being used to increase health services staff, provide on-site COVID-19 testing and procure personal protective equipment. Our mitigation protocols also include enhanced cleaning, increased air filtering and ventilation and required use of barrier face masks when certain levels of COVID-19 cases are present in schools.

## 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 USD 232 Student Advisory Team was consulted in the evaluation of staff and family survey analysis. Secondary students were also surveyed but the response rate was very low. The Student Advisory Team agreed with the priorities that were indicated by staff and parent surveys in most areas. Students indicated that mental health resources should be prioritized at a higher level than staff and family survey results. They suggested that extended learning opportunities would be more successful before or after school instead of during the summer. They also suggested that an ACT Prep course be considered for an after-school opportunity.

## **Families**

A survey was distributed to all USD 232 families in January of 2022, which received 1,164 responses. When ranking a list of eleven (11) possible ESSER III expenditures, Academic Support Materials and Staff Training, Retention Stipends for Current Staff, and Additional Counselor and Social Worker Capacity were the highest rated items. Some items that were prevalent on an open-ended section of the survey were COVID specific resources and increased availability for remote learning. The parent survey results were presented to the District Site Council, Special Services Advisory Council, and Parent Equity Team for feedback. Members of the District Site Council agreed with the priority rankings of the parent survey.

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

The USD 232 District Leadership Team (includes all building and district leadership positions) collaborated from July through December to analyze the needs of students, staff, families and our community. The information gathered from this exercise was used to construct a survey for students, staff and families. Each group was asked to rank a list of eleven (11) areas for prioritizing ESSER III expenditures.

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

A survey was distributed to all USD 232 staff members in January of 2022, which received 346 responses. When ranking a list of eleven (11) possible ESSER III expenditures, Retention Stipends for Current Staff, Additional Counselor and Social Worker Capacity, and Academic Support Materials and Staff Training, were the highest rated items. Some items that were prevalent on an open-ended section of the survey were COVID specific resources and staffing for reduced class sizes. The results of the staff and parent surveys were discussed with the District Leadership Team, Staff Advisory Council, District Improvement Team, De Soto Teachers' Association Leadership and Building Representatives and individual Building Leadership Teams. Overall, every group agreed with the priority rankings for the surveys and gave input for specific uses of ESSER funding.

## **Tribes**

Within USD 232 boundaries, there is one recognized tribe, the United Tribe of Shawnee Indians. Although this is a recognized reservation, it is a business and there are no permanent residents.

USD 232 currently has 22 students that identify as American Indian or Alaskan Native (0.3%). In speaking with Native American parents that are part of the Parent Advisory Team, there is a need to work with staff on curriculum around the teaching of history involving Native Americans and a desire to work with other Johnson County school districts to increase the services for Native American students.

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

USD 232 has been engaged with area districts as part of a Kauffman Foundation cohort to consider diversity, equity, and inclusion. At the end of this process, the Board of Education will adopt a three-year Equity Plan. In reviewing current data, it is clear that there are achievement disparities among various disaggregated groups. One initiative that is being considered is helping underrepresented student groups take advantage of advanced course opportunities that are available. As part of a high school readiness program to be funded by ESSER III, we will help students of color better understand the benefits of advanced course work.

In addition to the Equity Audit, a Parent Advisory Group for Diversity and Engagement has been assembled to help the district address concerns about inclusion and belonging among our students and families. Members of the group suggested that the district also contact the ACLU of Kansas and Johnson County NAACP. The district only heard back from Johnson County NAACP, which provided the following suggestions to be considered, which are addressed in the district's plan:

- 1) Additional staff with specialized training in the academic areas that data shows students are lacking skills (reading specialist, math specialist);
- 2) Additional staff for social emotional intervention or special needs (e.g., OT/Speech therapist, social workers, school counselors, school psychologist);
- 2) Research based interventions that support the Science of Reading (e.g., Heggerty, 95% Group, etc.) and research based math resources (e.g., IXL);
- 3) After school tutoring and enrichment;
- 4) Summer tutoring and enrichment; and
- 5) Purchase resource materials that represent diverse characters and individuals.

The Parent Advisory Group for Diversity and Engagement also suggested that plans to address learning loss should include all students, especially student subgroups where there are identified achievement gaps. Finally, the district's planning process will include ongoing feedback from its Section 504 Coordinator and Director of Special Education Services to ensure the needs of students with disabilities and/or health needs are adequately and equitably addressed.

### **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 USD 232 Special Services Advisory Committee is a group consisting of approximately 20 members of which two thirds of our representatives are parents of students with exceptionalities and one third Special Education staff. This committee is representative of parents who support students with many different exceptionalities across our district as well as the specialized backgrounds of our staff who serve them. Our mission is to dynamically represent our students with exceptionalities and their families for the purpose of enhancing the quality of their child's special education services.

In January of 2022, our Committee met to discuss the availability of ESSER funds and ways in which these funds could be utilized to meet the unique learning needs of our students with exceptionalities. As a result of our discussion the committee developed and distributed a survey to special education staff across the district. In February, the committee met to review the results. Survey results determined that enhanced methods in which to distribute information and resources for families of students with exceptionalities were needed in addition to classroom resources and staff training specific to the negative impact of COVID on our students with exceptionalities. These survey results were consistent with the survey conducted with all USD 232 families prioritizing the need for classroom resources.

At present, our Committee determined to conduct an additional survey to determine more specifically the resources and staff training need to adequately meet the learning needs of our students with exceptionalities due to COVID. This survey is scheduled to go out on March 28th and completed by March 31st.

The school district surveyed the parents and guardians of our students receiving English Language Learning Services. From the survey, two areas were rated as most important, professional development for teachers in how to instruct ELL students and hiring more staff that speak more languages in addition to English. Although the response to the survey was low, the results are consistent with anecdotal parent comments and ELL staff input.

The school district contacted United Community Services and spoke with Rita Carr, director of community planning. Ms. Carr is part of the Johnson County Continuum of Care on Homelessness and brings many years of professional experience assisting children, teens, and adults experiencing homelessness within the community. Ms. Carr, in her role with United Community Services, is also part of a metro-wide organization dedicated to raising awareness of homelessness and of the

resources available within the community.

United Community Services and the Johnson County Continuum of Care on Homelessness encouraged the school district to consider the following feedback to support students experiencing homelessness and who experienced learning loss due to the pandemic.

- Ensure reliable access to internet connectivity to support learning outside the school day.
- Provide assistance with school or activity fees to ensure full access to school opportunities and programming.
- Provide access to before/after school tutoring programs; consider transportation assistance for the students, as it may be critical in accessing before/after school programming.
- Ensure key school staff have knowledge of available community resources to assist families experiencing homelessness.
- Increase staff training related to trauma informed care.
- Ensure key school staff are aware of, or participate in, the Johnson County Continuum of Care on Homelessness network of agencies, providers, and partners.

The school district contacted KVC Kansas, an agency that provides foster care services in Kansas in partnership with the state. There are nearly 7,000 youth in foster care in Kansas. They range from infants to 18 years old, and even up to 21 years old in the states that have extended foster care. The average age of a child in foster care is 9 years old, and there are slightly more boys than girls. The median amount of time that a child is in foster care is just over a year. Many children are in foster care, in part, to increased parental substance abuse. Neglect as a circumstance around removal has also been increasing.

The district spoke with KVC representatives in May, 2022, who daily support children in foster care within Johnson County, Kansas. They encouraged the district to consider the following feedback into overall support for children in foster care.

- Set aside funding to help students in foster care maintain their school of origin when their home placement changes. The primary challenge is consistent, reliable transportation, as there are few good options for this type of specialized transportation.
- Tutoring and extended learning opportunities for children in foster care, especially during the summer break.
- Bolster learning opportunities during the school day and through after school programming.
- Intentionally focus on building connections (relationships) within the school.
- Ensure adequate access to technology, especially outside the school day.
- Increase trauma informed care training for staff to include modules centered on children in foster care.
- Consider implementing more independent living / life skills education for children in foster care during the school day.

The school district contacted Melanie Stuart-Campbell with the Kansas Migrant Education Program. She offered two suggestions, offer EL services at all attendance areas, so any migrant student with EL needs can attend their neighborhood school and hire a parent liaison that could also provide after-school tutoring and additional in-class support.

The school contacted Jodi Taylor, Policy and Compliance Manager for Johnson County Juvenile Services. There are currently no USD 232 students receiving services related to incarceration.

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

Public presentations during board meetings provided information to the general public about the district's ESSER plans. Information is also available via the district's website. The general public has the ongoing opportunity to provide input during Patron Input at Board of Education meetings or through direct communication with the Board of Education or district administration.

### **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 232 experienced achievement concerns resulting from the COVID-19 pandemic and related impacts to schools. Students and teachers were in full-remote, optional remote, hybrid, and in-person learning platforms throughout the 2020-2021 school year after completing the final quarter of the 2019-2020 year fully remote. Approximately 22% of USD 232 students participated in optional remote learning in 2020-21.

District screener data in FastBridge determined significant learning discrepancies in reading skills at the 1st grade level, followed by math skill needs in 7th grade. The district noted slight achievement decline in the majority of grades and subjects. In addition, the number of students receiving special education services increased by 8.7% this past year. We see a similar increase in students who requested social-emotional support for mental wellness.

Data to monitor student growth and deficits was managed using progress monitoring, screeners, and summative assessments. During the spring of 2021, 201 students opted out of state testing (KAP, KELPA2, and DLM) due to COVID 19. This represents an increase of 95.7% from the spring of 2019, state assessments were canceled in 2020. This continued gap in state assessments scores for all students will make instructional data-measure decisions more intricate moving forward.

High school students in need of summer school and credit recovery rose from 31 to 113 in 2020-21; an increase of 233%. Summer school includes middle school students in need of skill recovery. Except for graduates, these students need continued monitoring, as they are at risk in multiple aspects.

Additionally, COVID-19 exacerbated staff shortages. Steps will have to be taken to attract and retain high quality staff needed to provide student programming.

**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 232 will address the academic impact of lost instruction time in two ways. Targeted extended learning opportunities will be available at all grade levels. At the elementary level, summer tutoring will be provided to students who are currently in tiers two or three of MTSS. Tutoring will be one-on-one or in small groups by appointment throughout June and July. The effectiveness of this program will help make decisions about before and after school learning opportunities as well as future summer opportunities.

At the middle school level, expanded after school learning opportunities will be provided. In addition to staffing, ESSER funding may be used to address barriers to student participation in program opportunities including transportation.

At the high school level expanded before and after school opportunities will be provided. Credit recovery programs in the summer will continue to be available at a greatly reduced cost to families. Additionally, a high school jump start program will be available for students transitioning into 9th grade.

In addition to extended learning opportunities, ESSER funding will be used to provide additional support in reading to staff and students. A district literacy facilitator will continue to provide support for staff implementing research-based literacy instruction. Reading specialist support will be added to the middle schools to provide interventions for students who are experiencing skill deficits in reading.

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

USD 232 will implement additional supplemental resources, materials, and intervention supports to decrease student skill gaps. Administration and building leadership teams worked to identify research-based reading, math, and social-emotional growth resources that will help increase instructional and learning capacities based on students' needs. Leadership will provide training for teachers who provide tiered instruction using identified materials and interventions.

Specific to social-emotional well-being, the district will provide all classroom teachers and related-staff, kindergarten through eighth grade, with complete Second Step resource kits and online materials. A Social Worker has been added to the itinerant staff and will serve multiple schools, teachers, and students through the MTSS process.

Staff positions in areas of literacy, MTSS, and Special Education, as well as School Improvement Specialists, will lead mentoring and modeling for teachers. The addition of general education teachers in specific schools will help reduce class sizes that were originally projected to be larger.

Special Services will provide additional nursing staff to provide attention and required medical support to medically fragile students in center-based programs. This supervision of health needs allows greater access and participation in the students' least restrictive environment, and greater impact to the quality of learning opportunities.

The district will utilize ESSER III funds to address academic needs, professional development, and extended learning opportunities. Professional development will help teachers implement formative assessments and screeners, identify student educational needs, and utilize interventions within the classroom. The district will revisit providing instruction for students with skill gaps; specifically, a focus will be placed on core curriculum needs in phonics, reading, and math. Funds will provide for social-emotional staff, intervention, and activities. Additionally, the district will explore ways to attract and retain the high-quality staff needed for implanting these initiatives

**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 232 utilizes FastBridge Illuminate screeners in reading, math, and social-emotional behavior to identify students experiencing learning loss or who do not meet grade-level expectations. The district also uses data from state assessments, Pre-ACT, ACT, and formative/summative scores to monitor and evaluate student learning.

SAEBRS, MySAEBRS, and BrightBytes perception data are accessed to track social-emotional indicators of students who are categorized as "At-Risk." This allows appropriate teams to evaluate individual student concerns and proactively support the child and family.

Professional development will be evaluated for continuous improvement and effectiveness through feedback surveys and baseline data collections. District PD will be assessed at each event and building training will be tracked through action steps aligned with ongoing progress towards goals and strategies.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,179,709	\$3,206,403	\$4,386,112	ESSER III Allocations	\$235,942
Approved Total	\$1,125,295	\$1,846,800	\$2,972,095	Approved Total	\$709,217
Amount Left	\$54,414	\$1,359,603	\$1,414,017	Amount Still Needed	\$0
In Review Total	\$54,414	\$517,369	\$571,783	In Review Total	\$0
Amount Left	\$0	\$842,234	\$842,234	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
232-3-0011	Direct	False	2100	110	10	\$54,414	Task Force Review
232-3-0012	True Up	False	1000	110	12	\$83,434	Task Force Review
232-3-0013	True Up	False	1000	110	12	\$166,867	Task Force Review
232-3-0014	True Up	False	1000	110	12	\$31,980	Task Force Review
232-3-0015	True Up	False	1000	110	12	\$69,290	Task Force Review
232-3-0016	True Up	False	1000	110	12	\$63,960	Task Force Review
232-3-0017	True Up	False	2100	110	15	\$101,838	Task Force Review
232-3-0001	Direct	True	1000	610	12	\$199,717	Approved
232-3-0002	Direct	True	1000	110	11A	\$150,000	Approved
232-3-0003	Direct	True	1000	110	11B	\$100,000	Approved
232-3-0004	Direct	True	1000	110	12	\$259,500	Approved
232-3-0005	Direct	False	2100	121	10	\$285,600	Approved
232-3-0006	Direct	False	2100	110	10	\$130,478	Approved
232-3-0007	True Up	False	1000	110	16	\$1,095,000	Approved
232-3-0008	True Up	False	1000	120	16	\$615,000	Approved
232-3-0009	True Up	False	1000	220	16	\$135,000	Approved
232-3-0010	True Up	False	1000	260	16	\$1,800	Approved

## Line Item Details

Line Item ID: 232-3-0011

**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 Direct

**Account Number**

80E21001100097000

**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**

Salary and benefits for a Social Worker to support students with mental health needs that have increased due to COVID-19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$54,414**Total Expenditures** \$54,414**Status**

Task Force Review

Line Item ID: 232-3-0012

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III True Up

**Account Number**

80E100011009700

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary and benefits for a District Literacy Specialist to help staff provide specialized instruction disrupted due to COVID-19. (Continued from ESSER II)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$83,434**Total Expenditures** \$83,434**Status**

Task Force Review

Line Item ID: 232-3-0013

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III True Up

**Account Number**

80E10001100097000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary and benefits for two School Improvement Specialist to coordinate student improvement efforts disrupted due to COVID-19. (Continued from ESSER II)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$166,867**Total Expenditures** \$166,867**Status**

Task Force Review

Line Item ID: 232-3-0014

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III True Up

**Account Number**

80E1001100097000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary and benefits for a half-time At-Risk teacher to assist students that have fallen behind due to COVID-19. (Continued from ESSER II)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$31,980**Total Expenditures** \$31,980**Status**

Task Force Review

Line Item ID: 232-3-0015

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III True Up

**Account Number**

80E10001100097000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary and benefits for a District Improvement Specialist for Special Education to help staff provide specialized instruction disrupted due to COVID-19. (Continued from 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>	\$69,290
<b>Total Expenditures</b>	\$69,290

**Status**

Task Force Review

Line Item ID: 232-3-0016

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER II True Up

**Account Number**

80E10001100097000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary and benefits for an Autism Specialist to help staff provide specialized instruction disrupted due to COVID-19. (Continued from 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>	\$63,960
<b>Total Expenditures</b>	\$63,960

**Status**

Task Force Review

Line Item ID: 232-3-0017

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III True Up

**Account Number**

80E21001100097000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary and benefits for two school nurses to help address increased health care needs in all schools in light of COVID-19 impact; provide support for contact tracing due to COVID-19. (Continued from 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>	\$101,838
<b>Total Expenditures</b>	\$101,838

**Status**

Task Force Review

Line Item ID: 232-3-0001

**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 Direct

**Account Number**

80E10006100097000

**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**

Supplemental resource materials in grades K-5 reading will provide core and Tier support for students with deficit skills in phonics, phonemic awareness, and structured reading. Provision of reading supplemental resources is necessary with building autonomy to meet each school's population, due to Covid-19 remediation needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$199,717
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$199,717

**Status**

Approved

Line Item ID: 232-3-0002

**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 Direct

**Account Number**

80E10001100097000

**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**

Salary and benefits for staff providing extended learning opportunities for students during the summer. The elementary program will be seven weeks with 16 hours per week for students and 20 hours for staff. We anticipate 17 staff members serving approximately 200 students. The high school program will be a one week program of 16 hours for 125 students and 20 hours for 17 staff members.

<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**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide the number of staff members, anticipated number of students and the duration of the summer program.

Line Item ID: 232-3-0003



**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**

80E10001100097000

**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**

Salary and benefits for staff providing extended learning opportunities for students before and/or afterschool. The elementary program will be six hours per week at each of our seven elementary buildings. We anticipate 12 staff members serving approximately 70 students weekly. The secondary program will also be six hours per week at all five secondary buildings. We anticipate 20 staff members serving 125 students weekly.

<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**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide more information on the number of staff members, and the before/after-school program components (frequency and duration) due to COVID-19.

Line Item ID: 232-3-0004

**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**

80E10001100097000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary and benefits for a two middle school Intervention Specialists to provide direct intervention to students and to help staff provide specialized instruction disrupted 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>	\$127,800
<b>Budgeted Expenditures in SFY 2024</b>	\$131,700
<b>Total Expenditures</b>	<u>\$259,500</u>

**Status**

Approved

Line Item ID: 232-3-0005

**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**

80E21001210097000

**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**

The addition of seven elementary building aids to help with student intervention and supervision. The addition of the building aid position will allow elementary counselors to be taken out of the specials rotation to provide more availability for individual and small group intervention with students. The additional service is needed to increase student needs 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>	\$140,000
<b>Budgeted Expenditures in SFY 2024</b>	\$145,600
<b>Total Expenditures</b>	<u>\$285,600</u>

**Status**

Approved

Line Item ID: 232-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Direct

**Account Number**

80E21001100097000

**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**

Salary and benefits for a Social Worker to support students with mental health needs that have increased due to COVID-19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$63,960**Budgeted Expenditures in SFY 2024** \$66,518**Total Expenditures** \$130,478**Status**

Approved

Line Item ID: 232-3-0007

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III True Up

**Account Number**

80 E 1000 0097 003

**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 placed a tremendous strain on all school employees. This has led to a higher than normal attrition rate which is compounded by a shortage of candidates for many vacancies. In recognition of this situation, the District would like to pay each full time certified staff member a \$600 Retention Incentive after the 1st and 3rd quarter of FY23 and the 1st quarter of FY24. Those staff members not employed both of the previous quarters or employed less than full time will receive a prorated payment.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$730,000**Budgeted Expenditures in SFY 2024** \$365,000**Total Expenditures** \$1,095,000**Status**

Approved

Line Item ID: 232-3-0008

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III True Up

**Account Number**

80 E 1000 120 0097 003

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

The COVID-19 Pandemic has placed a tremendous strain on all school employees. This has led to a higher than normal attrition rate which is compounded by a shortage of candidates for many vacancies. In recognition of this situation, the District would like to pay each full time classified staff member a \$600 Retention Incentive after the 1st and 3rd quarter of FY23 and the 1st quarter of FY24. Those staff members not employed both of the previous quarters or employed less than full time will receive a prorated payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$410,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$205,000
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<b>Total Expenditures</b>	<u>\$615,000</u>
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**Status**

Approved

Line Item ID: 232-3-0009

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III True Up

**Account Number**

80 E 1000 220 0097 003

**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**

Social Security Costs for Retention Stipend.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$90,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
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<b>Total Expenditures</b>	<u>\$135,000</u>
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**Status**

Approved

Line Item ID: 232-3-0010

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER III True Up

**Account Number**

80 E 1000 260 0097 003

**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 Insurance costs for Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$600**Total Expenditures** \$1,800**Status**

Approved

# ESSER III APPLICATION FOR D0243

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>
Lebo-Waverly	411 Pearson, Waverly, KS 668710457	Box 457, Waverly, KS 668710457
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Corey Reese	creese@usd243ks.org	(785) 733-2651

## 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>
Corey Reese	Superintendent	creese@usd243ks.org	(785) 733-2651

## 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/847506/Covid\\_19\\_Reopen.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/847506/Covid_19_Reopen.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 funds will be utilized to retain staff in order to provide schooling for our students. We will also engage in a 5 year school improvement process to improve instruction and provide a better learning process for our 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

We have consulted students via our school leadership programs. USD 243 students agree that premium payments to staff and the addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III funds. The USD 243 Board of Education has reviewed the district's ESSER III Plan. The plan is posted on the USD 243 website and has been communicated throughout our educational system including student leadership groups. It is the favored approach to address learning loss.

### Families

We have consulted Families via our district Site Councils. USD 243 families agree that premium payments and the addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III funds. The USD 243 has reviewed and approved the ESSER III Plan. The approved plan including Site Councils' approval is posted on the USD 243 Website and has been shared among our community groups. It is the favored approach to address learning loss.

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

We have consulted District Administrators. USD 243 administrators agree that premium payments to staff and the addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III funds. School District Administrators have presented the ESSER III Plan to the USD 243 School Board. The approved Plan is posted on our District website and has been shared among community stakeholder groups. It is the favored approach to address learning loss.

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

We have consulted teachers and other staff via the USD 243 Teachers Association. USD 243 Teachers, Principals, School Leaders, other educators, and School Staff agree that premium payments to staff and the addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III funds. Union Leadership have endorsed the ESSER III Plan that is posted on the District Website. The Lebo Waverly Teachers Association have expressed their support for the ESSER III Plan to address learning loss.

## **Tribes**

USD 243 has no tribes within our school boundaries. Minority groups including tribal members are among the stakeholder groups that provided input with regard to USD 243 ESSER III uses. USD 243 tribal representatives agree that premium payments to staff and Data Driven Intervention via Study Sync and Wonders 2023 are the most favored uses of ESSER III funds. Minority Groups have been part of the Stakeholder Groups and have approved of the ESSER III Plan that is posted on the District Website and has been communicated and favorably endorsed as the most effective use of our ESSER III money that is to be used to address learning loss.

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

The ACLU was contacted 8/23/22. Their input is that they cannot tell schools how to spend money. They requested we visit their website to look at Stud3ent's Rights resources, transgender resources, and Learning for Justice resources geared specifically for educators. They specifically encouraged us to read the "Cops and No Counselors" report.

## **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**

Lebo Waverly currently has no migrant, English Language Learner, or incarcerated students. We reached out to foster families in the district. Everyone we contacted agreed with our ESSER Plan using money to augment all staff salaries and our Learning Loss Setaside to hire (2) aide positions in our elementary schools. I contacted every foster parent of children in our schools and their responses were all favorable to our current plan

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

Information regarding the USD 243 ESSER III Plan has been shared via the USD 243 website. All USD patrons have been provided information regarding the planned expenditures. The public agrees that premium payments to staff and the addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III to address learning loss.

## **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 negatively impacted USD 243 students. Every population has seen learning loss. Our greatest concern is in the area of social emotional learning. We have seen a significant uptick in behaviors that are in opposition to providing a safe and orderly environment. USD 243 serves approximately 450 students in rural Kansas.

#### EQUITABLE ACCESS

#### REACHING EVERY STUDENT

##### Scaffolds

The Learning Loss Aides will assist every student to regain the learning that was lost during the Covid 19 Pandemic.

##### Accessibility

Every student will have access to the Learning Loss Aides (2) that will be employed to assist our Teachers regain the learning that was Lost due to the Covid 19 Pandemic.

##### Social and Emotional Learning (SEL)

The (2) Learning Loss aides that will be employed will assist our schools to regain the Learning that was lost 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)**

Lebo and Waverly are twin 1A school systems located 15 miles apart. Pre-pandemic most of our schools lacked a tiered system of supports. We are engaged with TASN to develop tiered interventions and supports PK-12. Our priority areas are Language Arts and Social emotional learning. As part of this process we have worked to utilize common curriculum and materials that align with district assessments of student progress. Our goal is to provide a better core for our students and to use data to assess and remediate learning loss.. We have worked hard to improve our tier 1 processes. The addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III funds.. Our hope is to use data to determine the specific learning loss needs of children and to use our curricular tools to develop intervention systems to meet the needs that are identified for every student.

##### Assessments-

Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer cycle formative assessment options. End-of-unit summative assessments combine progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners.

USD 243 will utilize the addition of (2) Learning Loss Aide positions which are the most favored uses of ESSER III funds. to assess specifically the Lost Learning and use this program to guide interventions to meet the needs of every student.

\*\* According to research from The "What Works Clearinghouse", Adding (2) Teacher Aide positions are research based Tier 1 Interventions to Assess Learning Loss and assist the School to develop effective intervention systems to target the specific Learning Loss to be addressed. Learning Loss Aides are invaluable components of the Learning Loss recapture and effective remediation process.

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

These (2) Learning Loss Aides total just over half of our allotted ARP/ESSER funds. The remaining ESSER funds will be utilized for premium pay to retain great 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.**

USD 243 schools are working with TASN to engage in a 5 year school improvement/Covid-19 Learning Loss Program. All of the considerations mentioned in the above description align with the school improvement/Learning Loss work that is ongoing within our schools. Learning Loss Aides are research based interventions and meet the definitions and approval for Tier 1 Interventions. The USD 243 School Board has approved and published the ESSER III Plan to address learning loss on the district's website.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$442,063	\$0	\$442,063	ESSER III Allocations	\$88,413
Approved Total	\$324,413	\$0	\$324,413	Approved Total	\$84,413
Amount Left	\$117,650	\$0	\$117,650	Amount Still Needed	\$4,000
In Review Total	\$117,650	\$0	\$117,650	In Review Total	\$4,000
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
243-3-0006	Direct	False	1000	100	16	\$113,650	Task Force Review
243-3-0007	Direct	True	1000	120	12	\$4,000	Task Force Review
243-3-0003	Direct	True	1000	120	12	\$84,413	Approved
243-3-0005	Direct	False	1000	100	16	\$240,000	Approved

## Line Item Details

Line Item ID: 243-3-0006

### 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

Gifts and Grants

### Account Number

35

### Function Code

1000 - Instruction

### Object Code

100 - Personal Services - Salaries

### Allowable Use

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

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

The ESSER III money will be used to pay premium retention pay for all staff, approximately 100. The remaining balance will be disbursed, approximately \$1,137 per employee, with the 11/10/23 payroll. The remaining balance will be divided equally among all USD 243 employees

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

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

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$113,650

**Total Expenditures** \$113,650

### Status

Task Force Review

Line Item ID: 243-3-0007

**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**

At-Risk K-12

**Account Number**

06

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

The ESSER III learning loss set aside will pay salaries for an aide at each Lebo and Waverly Grade Schools.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$4,000**Total Expenditures** \$4,000**Status**

Task Force Review

Line Item ID: 243-3-0003

**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**

At-Risk K-12

**Account Number**

06

**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**

USD 243 will hire (2) Learning Loss Aides to address Learning Loss as part of our School Improvement /MtSS Plan.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,000**Budgeted Expenditures in SFY 2024** \$44,413**Total Expenditures** \$84,413**Status**

Approved

Line Item ID: 243-3-0005

**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**

Gifts and Grants

**Account Number**

35

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

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

The money will be for premium retention pay to encourage 80 staff members to remain in our employment and to remain working in education in Kansas. The payment will be for 80 staff, \$1,000 per employee to be paid with regular payroll on 11/10/22, 1/10/23, and 6/10/23.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$240,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$240,000</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0297

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>
St Francis Comm Sch	100 S. College Street, St Francis, KS 677561110	PO Box 1110, St Francis, KS 677561110
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mark Penka	mpenka@usd297.org	(785) 332-8182

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mark	Penka	mpenka@usd297.org	(785) 332-8182

## Plan for Safe Return

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

[https://www.usd297.org/vnews/display.v/ART/612933e235381?in\\_archive=1](https://www.usd297.org/vnews/display.v/ART/612933e235381?in_archive=1)

## Use of Funds for CDC Guidance

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

The plan is to be able to have fresh air circulate through the building to try to keep people healthy. Research shows that students have good attendance have better grades and score better on standardized tests. The plan is to utilize the windows to keep the children healthy and at school.

The plan is to have comfortable water in the bathrooms for anyone using the facilities to have hot water to wash their hands. This would help to combat the spread of germs, combat the spread of illnesses, and even the spread of Covid-19.

## Stakeholder Engagement

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

### Students

The District Leadership Team met with student organizations and various students within the district to help formulate a plan for spending Essers Money. All students had the opportunity to attend the meetings and make suggestions. The students gathered information and brought a proposal with several ideas on what would be best for the school in the long term. Several ideas were presented, and discussions were taken to the site council meetings. A survey was created and shared with students via email after the various meetings, where students had an opportunity to vote on the proposed items.

## **Families**

The District Leadership Team met with the site council in the spring, and they were tasked with gathering ideas from community members on how the money would best be spent. The site council brought proposed ideas to the meeting, looked at the board and students' ideas, and helped spread the word on what was being considered. The proposed ideas were shared during one of the meetings, and sharing feedback from student organizations, teachers, administration, and board ideas; the list was created for the committees to vote upon. The main ideas came down to air conditioning, windows, and hot water in all bathrooms within the district. The high school and the grade school had older bathrooms that the Junior High and K-3 utilized that only had cold water. After reviewing the data, many individuals voted to spend the money to get hot water in the bathrooms (90%). Administration and board members also had an opportunity to host a public forum before a board meeting. Unfortunately, very few community members were able to attend.

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

All administrators (3) had a hand in developing the ESSER III plan; thus, the plan was approved. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The three building administrators have contributed their thoughts and ideas and expressed the needs of the teachers and students as we expand these funds, including consideration for our special population groups. The administration felt the following should focus on our ESSER III plan to send out surveys.

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

We had several Esser-specific staff meetings within the district, and the teachers also had availability to the District Leadership Team that was directly working with the students, site council, and administration. Having fewer than 25 teachers within the district, it was very easy to get feedback from all the teachers. The teachers shared many ideas and worked collaboratively with each other and the different groups to devise a plan that everyone would be happy with. That was a very large benefit to being a small district with fewer than 1,000 in district. Getting feedback and working together proved to be very beneficial to the meetings.

There was overwhelming support for windows and hot water within the district. Air conditioning had very little support amongst the staff, administration, community members, and several students.

## **Tribes**

Although the district is unaware of any Tribal residents in the community, we currently do not have any students who identify as Native American in our school information system. Everyone had an opportunity to share with the committees. Being a very small district with fewer than 280 students and less than 1,000 families, it was easy for the district to allow everyone to share their thoughts.

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

Contact was made with NKESC, and ideas such as Additional summer programs, additional support in the classroom, Increases in behavioral support, and Assistive technology. Para-educators give students with disabilities their best opportunity to achieve success and additional aids for the classroom. Through our ESSER III application, USD 297 plans to incorporate several interventions to assist students with disabilities, including summer school programs and additional aids and paraprofessional personnel.

Other external resources that there were no responses from are as follows: ACLU-Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center for Kansas, and Kansas NAACP.

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

We have collaborated with NKESC to ensure all students with disabilities, as well as inviting teachers and parents of these students to meetings and to complete the survey. We also spoke in person to several of our Foster Families who supported the below interventions. These representatives felt the following would benefit students through these communications: Summer Programs, Counselor Professional development in SEL. However, all other groups had respondents representing their voices in our ESSER III plan.

English Learners were reached out to within the district, and we have very few; 97.8% of our population speak English as the primary language. They were in favor of better air quality.

Homeless and migrant students were contacted, and we had no response. They were emailed the link to fill out the google forum. Also, remind application is where we notify students and parents about what is taking place within the district was sent out to ask parents to fill out the google forum. This was sent out on two occasions. Despite the notifications, none of them responded to the google forum or attended the meeting.

We currently do not have any children who are incarcerated.

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

The district conducted a public forum that was open to the public to review the ESSER III plan in the spring of 2021. To further get input from stakeholders, community surveys were conducted and posted to encourage community input. There were very few responses to the survey. The most requested items of the survey revealed that: Summer tutoring programs. Additional personnel (instructional), Additional instructional materials and resources, new windows for the entire district, and hot water in all bathrooms within the district. These have all been considered and are part of our ESSER III plan.

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

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

Our data indicates that no one group was more impacted more than any group. The lower elementary showed the biggest gaps in data. Our fast bridge testing did show that the lower elementary struggled the most with letter identification and phonemic awareness. The current third grade or kindergarten class from 2020 showed the biggest need for targeted assistance. To help combat this, we will offer summer school and hiring aids to help the students close the gap on learning loss. This money is not yet been requested. Among all age groups and populations, we have noticed a decided increase in absenteeism, likely from the unintended (and incorrect) message received by learners that school attendance was not impactful on their grades and general academic performance. We believe, though we do not have scientific data to underpin this claim, that a general apathy among non-college-bound students has arisen since Covid became a player in our school's decision-making. An increase in office discipline referrals was noted in the junior/senior high school in the two years since the Covid shutdown. We have hired a new counselor in both buildings (grade school and junior/senior high school) to provide more support for students who suffer from mental health issues. The benefit of these new counselors has been a leveling off of office discipline referrals and, if our current-year data is to be believed, a measurable decrease in such referrals.

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

I currently have not requested any Esser III money towards loss of learning. One of the areas that we will be spending the money on will be Summer School and the purchasing of the curriculum. The evidence-based curriculum we will purchase is Everyday Math; Second Step, Read Naturally, and Starfall for Pre-K-5 students. For the 6-12 students, we will purchase and implement Read Naturally "Live" -6-9, Read Naturally-6-10, Functional Behavior Assessment-based Interventions, Dual Enrollment, and Credit Recovery.

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

I will be requesting money shortly to help pay for summer school, curriculum, and additional support staff to address the learning loss. The remainder of the money will be spent on HVAC.

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

After paying for certified staff and purchasing the curriculum for the summer program, it should take most of the Essers III money to pay for this. We are still currently looking for aids to be able to assist us, and that will take the remainder of the money to pay for. Then we will pay for the remainder out of our general fund.

Though we do not have scientific data to underpin this claim, we believe that general apathy among non-college-bound students has arisen since Covid became a player in our school's decision-making. Office discipline referrals were noted in the junior/senior high school two years since the Covid shutdown. We have hired a new counselor in both buildings (grade school and junior/senior high school) to provide more support for students who suffer from mental health issues.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$440,247	\$0	\$440,247	ESSER III Allocations	\$88,050
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$440,247	\$0	\$440,247	Amount Still Needed	\$88,050
In Review Total	\$435,885	\$0	\$435,885	In Review Total	\$83,688
Amount Left	\$4,362	\$0	\$4,362	Amount Still Needed	\$4,362

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
297-3-0003	Direct	True	1000	110	12	\$11,276	Task Force Review
297-3-0004	Direct	True	1000	610	12	\$24,104	Task Force Review
297-3-0005	Direct	True	2100	110	12	\$3,900	Task Force Review
297-3-0008	Direct	True	2100	110	12	\$39,280	Task Force Review
297-3-0009	Direct	False	4500	430	13	\$231,135	Task Force Review
297-3-0010	Direct	False	4500	430	13	\$121,062	Task Force Review
297-3-0011	Direct	True	1000	100	12	\$5,128	Task Force Review

## Line Item Details

Line Item ID: 297-3-0003



**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**

77-1000-610

**Account Number**

Federal Funds - Essers

**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**

Classroom aides for K-2 students to purely focus on learning loss

**Budgeted Expenditures in SFY 2021** \$11,276**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,276**Status**

Task Force Review

**Line Item Comment from KSDE**

As per district: data shows that the grades most significantly affected by the pandemic were the younger ones, specifically Kindergarten. Two classroom aides have been hired to focus on those students.

Line Item ID: 297-3-0004

**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**

77-1000-610

**Account Number**

Federal Funds - Essers

**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**Wide variety of classroom materials are located at <https://ies.ed.gov/ncee/wwc/essa>

Some of the items are listed below.

Savvas Learning \$671

McGraw Hill \$8269

Read Naturally \$690

Studies Weekly \$2959

Journey Readers \$129 and K-5 reading \$4517

Freckle Math \$750

Haggerty Phonics \$969

Functional Behavior Assessment-based Interventions

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$24,104**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,104**Status**

Task Force Review

Line Item ID: 297-3-0005

**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**

77-1000-610

**Account Number**

Federal Funds - Essers

**Function Code**

2100 - Support Services (Students)

**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 coaching for teachers who are struggling dealing with students deficiencies due to learning loss. This is being provided by Southwest Plains Regional Service Center.

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

**Status**

Task Force Review

Line Item ID: 297-3-0008

**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**

77-1000-110

**Account Number**

Federal Funds - Essers

**Function Code**

2100 - Support Services (Students)

**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 staffing to address the loss of learning. Hiring a new teacher in the second-grade classroom to help split up the class to help get them back on track. The second-grade class has been affected every year by Covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$39,280
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$39,280</u>

**Status**

Task Force Review

Line Item ID: 297-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds - Essers

**Account Number**

77-4595

**Function Code**

4500 - New Building Acquisition and Construction

**Object Code**

430 - Repairs and Maintenance Services

**Allowable Use**

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

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

USD 297 plans to use all of the Esser II funds and part of Esser III to be spend on windows for both buildings in the district. Several windows are either unable to open or are in poor condition to open. We feel that allowing teachers to be able to open windows for fresh air would help keep students healthy by allowing fresh air to flow through the buildings. Research has shown that keeping students healthy and in the classroom is the best practice for providing quality education to all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$231,135
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$231,135

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the November 2022 State Board Meeting

Line Item ID: 297-3-0010

**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**

Federal Funds - Essers

**Account Number**

77-4595

**Function Code**

4500 - New Building Acquisition and Construction

**Object Code**

430 - Repairs and Maintenance Services

**Allowable Use**

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

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

USD 297 plans to use a portion of the Essers III money are installing hot water lines in both the Jr/Sr high building, and the elementary building. Several of the bathrooms do not have hot water lines and they plan is to install them. The total cost towards installing the hot water lines is \$125,758. They will address Covid-19 by allowing students to do a more thorough job of washing their hands by having a more comfortable temperature. This will help to combat sickness, including Covid-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$121,062
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$121,062</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the November 2022 State Board Meeting

Line Item ID: 297-3-0011

**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**

Federal Funds - Essers

**Account Number**

77

**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**

Additional money towards the teacher that was created for learning loss in the 2nd-grade classroom. The teacher's total salary was greater than the 39,280 requested, and the 5,128 makes up the difference for the total amount the teacher will be paid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,128
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,128</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0325

**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>
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	\$319,497	\$0	\$319,497	Approved Total	\$40,000
Amount Left	\$395,000	\$0	\$395,000	Amount Still Needed	\$102,900
In Review Total	\$395,000	\$0	\$395,000	In Review Total	\$395,000
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
325-3-0015	Direct	True	2200	120	12	\$160,000	Task Force Review
325-3-0016	Direct	True	2000	735	9	\$45,000	Task Force Review
325-3-0017	Direct	True	2200	644	1A	\$190,000	Task Force Review
325-3-0007	Direct	False	4000	430	13	\$154,497	Approved
325-3-0011	Direct	False	4700	430	14	\$125,000	Approved
325-3-0012	Direct	True	2200	110	11A	\$40,000	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: 325-3-0015

**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**

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 too much money to 2024 and don't have time to get it spent by 9/20/24. No change to other years.

**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** \$0**Total Expenditures** \$160,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Change: Removed \$80,000 from SFY 2024

Line Item ID: 325-3-0016

**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**

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**

Lexia K-8 program to address learning loss. Adding it to 2023 and 2024.

**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** \$15,000**Total Expenditures** \$45,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Change: previously approved for \$15,000 only in SFY 2022

Line Item ID: 325-3-0017

**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**

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 more funds to address learning loss with science, ELA and social studies textbooks.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$60,000**Budgeted Expenditures in SFY 2023** \$130,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$190,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Change: previously approved for \$60,000 SFY 22 and \$80,000 SFY 2023

KSDE does not approve this line item as part of the 20% Learning Loss 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: 325-3-0011

**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**

Approved

**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**

Approved

**Line Item Comment from KSDE**

Change Request: Previously approved for \$20,000 SFY 2022.

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.

**Budgeted Expenditures in SFY 2021** \$180,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$180,000**Status**

Disapproved

**Line Item Comment from KSDE**

Common app provides more detail for the need for this item

**Allocation Type**

Direct Allocation

**Is this 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 D0426

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>
Pike Valley	101 School St., Scandia, KS 66966	Box 291, Scandia, KS 66966
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Steve Joonas	steve.joonas@pikevalley.com	(785) 335-2206

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Morgan Barnhart	Business Manager	morgan.barnhart@pikevalley.com	(785) 335-2206

## 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.pikevalley.com/page/plan-for-safe-return>

## Use of Funds for CDC Guidance

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

The ESSER III funds are set to be utilized in the following areas:

1. Summer Learning Programs-- The district plans to utilize the 20% for summer learning for the 2022, 2023, and 2024 summers. These will be based on our Fastbridge spring data and then we will setup our Multi Tier System of Supports program to target each individual student's needs.
2. The input was strongly supportive of trying to help our staff financially where possible. Our focus is to use some of these dollars as a retention bonus to be paid to all employees that return and pay it out in December.
3. Upgrading the HVAC system at our jr/sr high school. By updating these, our air flow will be cleansed thoroughly on a consistent basis and allow for cleaner air throughout the school day.

## Stakeholder Engagement

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

### Students

Students were surveyed via an online platform. The students input included air conditioning, staff raises, and some way of helping with the social-emotional aspects of the students.

Additional requested information-- We actually only had a few students reply to our online survey, so we then scheduled meetings with our students to garner more input. These were done by class and we shared some ideas about how the monies could be spent and they agreed with our thoughts. They also shared that they were concerned about the social ramifications with the pandemic and wanted us to consider using some of these funds toward that concern.

## **Families**

Families were notified of the online survey via our school reach notification system. Our families then participated and gave input via that survey. Their focal points were staff pay and the social-emotional concerns of students. Some also mentioned air conditioning for our gymnasiums.

Additional requested information-- We actually heard back from 38 families via our online survey. Not sure of a total of families, but would guess around 100 overall.

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

During our administrative meetings, we discussed the use of ESSER funds on numerous occasions. The focal points for the administrative team included summer learning, pay for staff, after school tutoring and concerns over the social aspects of our students.

Addition for clarification-- I met with the two special education teachers in our buildings and they voice their main concerns were for the social emotional well being of their students. They were worried about how the online piece had effected them emotionally.

Additional requested information-- I met individually with our Special Education Director and she shared the same concern as the two teachers. We had some concerns about the effects of our online learning platform specific to students with disabilities.

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

Staff gave input via staff meetings and an online survey. To no surprise, staff pay was high on the list. They also were supportive of summer learning and after school tutoring options. Some also mentioned the purchase of more technology for students.

Addition for clarification-- I met with our negotiation team (KNEA) specifically about the use of ESSER dollars. They voiced (as expected) anything we could do to help support staff financially as they were doing extra cleaning, supervision, etc...

## **Tribes**

In researching and striving for input from tribal groups, it was determined that there were no tribes represented in our district boundaries. We asked our local patrons and the county clerk as well. From there, we looked at our student enrollment and asked for input from any that had any Native American heritage in their background.

Additional requested information-- We did not have any student that identified as Native American on our enrollment forms.

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

This subgroup was also not found in our district. Since that was the case, we requested input from the Disability Rights Center, but have not had a response.

## **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**

Any of these populations were involved with our student and family surveys. Their information was considered through that platform.

Addition for clarification-- I met with groups of students from different sub groups-- One meeting was with a group of our non caucasian students. This group represented African American, Latino, and those with disabilities. The focus of these discussions focused on student well being and the effects the online piece had on our local students. They also were very appreciative of the extra work our staffs were putting in for them to be able to attend in person.

Additional requested information-- We had no English Learners, we had no students experiencing homelessness, none in foster care at the time, no migratory students, no students that were incarcerated.

I did meet with many of our students on IEP's and they voiced their concern about how the online piece was very hard for them and their mental well being.

Additional request-- The students mentioned possible extra support in the classrooms and also if we could bring back having a counselor available. We have secured a counselor and plan to add an at risk person as well to address these concerns.

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

The public was notified via facebook post, notification via our school reach notification and then sent out an online survey for input. Ideas from this included staff pay, addressing the social-emotional aspects of the students and air quality. Some also mentioned air conditioning our gymnasiums. They were also very supportive of summer learning programs and after school tutoring.

Additional requested information-- Truly we did not have a good response from our online survey. We only had 10 individuals that responded. We believe that the patrons truly trust the school board and administration to do what is right by all concerned.

### **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.**

First of all, we have not seen any disproportionate data to support any specific need to any specific subgroups. The impact has been noticed at the same rate across all subgroups without any significant difference. We have approximately 235 students PreK-12 in our small district. We did notice that our test data was showing a lack of overall progress from pre pandemic periods.

We have strengthened our MTSS process through continued training, and the ability to manipulate schedules to help us set aside time to meet with students on a more small group type setting. We have noticed improvements via this format in our Fastbridge data, but when we took our state assessments, we have seen dramatic loss in some of our jr/sr high categories. This data is driving our decisions moving forward.

We plan to use the ESSER III set aside 20% to address these concerns via our summer learning programs over the next three summers. We will use the spring Fastbridge data to focus on the specific areas of concern for each student in attendance. We are increasing staff to be able to focus in small groups and continue our efforts in using the Multi Tier System of Support to help each and every student succeed.

Additional Information-- We use the FASTBRIDGE data with a pre and post testing format. The pre test gives us the specific areas that an individual student needs support with. Our summer programming then works with those individuals either one on one or in small groups to focus in on the specific areas of need.

**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 set aside amount will be used to provide summer learning opportunities over the summers of 2022, 2023, and 2024. We utilize our spring Fastbridge data to set our groups and focus on the specific needs of each individual student. We then use our MTSS process to address those needs. We will also consider using at-risk dollars to support an after school tutoring program as well.

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

After gathering input from all the groups, it has been decided to focus the dollars on two areas after the lost instructional time concern. First, retention bonuses for all staff. This was very evident from all input that the support was there to help staff financially wherever possible. The plan is to provide a retention bonus for each staff member in December. The other area that we felt was a need was to help in funding the upgrade of our HVAC system at our jr/sr high school. Because these systems were outdated, it was important to improve the air quality circulated throughout our building through an updated system with filters. This will help in decreasing the possible spread of any virus that hits our building.

**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 and foremost, our summer learning programs are open to each and every student. The At Risk help for after school will be focused on the secondary side as that is where we have seen the most need. We also plan to contract out with a Mental Health provider for services at our elementary building to help provide supports on the social-emotional side. We will utilize Fastbridge data to support these interventions moving forward.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$293,208	\$0	\$293,208	ESSER III Allocations	\$58,642
Approved Total	\$181,991	\$0	\$181,991	Approved Total	\$65,079
Amount Left	\$111,217	\$0	\$111,217	Amount Still Needed	\$0
In Review Total	\$111,217	\$0	\$111,217	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
426-3-0043	Direct	False	2600	460	1A	\$111,217	Task Force Review
426-3-0044	Direct	False	2200	300	1A	\$59,760	Approved
426-3-0001	Direct	True	1000	110	11A	\$40,000	Approved
426-3-0002	Direct	True	1000	120	11A	\$8,000	Approved
426-3-0003	Direct	True	2700	120	11A	\$2,800	Approved
426-3-0004	Direct	True	1000	220	11A	\$3,200	Approved
426-3-0005	Direct	True	1000	220	11A	\$615	Approved
426-3-0006	Direct	True	2700	220	11A	\$218	Approved
426-3-0007	Direct	True	1000	260	11A	\$1,100	Approved
426-3-0008	Direct	True	1000	260	11A	\$400	Approved
426-3-0009	Direct	True	2700	260	11A	\$150	Approved
426-3-0010	Direct	True	1000	610	11A	\$4,000	Approved
426-3-0011	Direct	True	2700	626	11A	\$796	Approved
426-3-0012	Direct	True	3100	630	11A	\$3,800	Approved
426-3-0013	Direct	False	1000	110	1A	\$27,000	Approved
426-3-0014	Direct	False	1000	120	1A	\$9,000	Approved
426-3-0015	Direct	False	2400	110	1A	\$2,000	Approved
426-3-0016	Direct	False	2300	110	1A	\$1,000	Approved
426-3-0017	Direct	False	2400	120	1A	\$2,000	Approved
426-3-0018	Direct	False	2300	120	1A	\$2,000	Approved
426-3-0019	Direct	False	2700	120	1A	\$3,000	Approved
426-3-0020	Direct	False	3100	120	1A	\$3,000	Approved
426-3-0021	Direct	False	2600	120	1A	\$3,000	Approved
426-3-0022	Direct	False	1000	220	1A	\$2,066	Approved
426-3-0023	Direct	False	1000	220	1A	\$690	Approved
426-3-0024	Direct	False	2400	220	1A	\$153	Approved
426-3-0025	Direct	False	2300	220	1A	\$77	Approved
426-3-0026	Direct	False	2400	220	1A	\$153	Approved
426-3-0027	Direct	False	2300	220	1A	\$153	Approved
426-3-0028	Direct	False	2700	220	1A	\$230	Approved

426-3-0029	Direct	False	3100	220	1A	\$230	Approved
426-3-0030	Direct	False	2600	220	1A	\$230	Approved
426-3-0031	Direct	False	1000	260	1A	\$405	Approved
426-3-0032	Direct	False	1000	260	1A	\$135	Approved
426-3-0033	Direct	False	2400	260	1A	\$30	Approved
426-3-0034	Direct	False	2300	260	1A	\$15	Approved
426-3-0035	Direct	False	2400	260	1A	\$30	Approved
426-3-0036	Direct	False	2300	260	1A	\$30	Approved
426-3-0037	Direct	False	2700	260	1A	\$45	Approved
426-3-0038	Direct	False	3100	260	1A	\$45	Approved
426-3-0039	Direct	False	2600	260	1A	\$45	Approved
426-3-0040	Direct	False	1000	290	1A	\$130	Approved
426-3-0041	Direct	False	2300	290	1A	\$130	Approved
426-3-0042	Direct	False	2700	290	1A	\$130	Approved

## Line Item Details

Line Item ID: 426-3-0043

**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**

Federal Funds

**Account Number**

7

**Function Code**

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

**Object Code**

460 - Repair of Buildings

**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**

Upgrade HVAC at Jr/Sr High School-- this is not part of set aside-- this is helping us address the possible continuance of COVID with cleaning air throughout the building.

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

**Budgeted Expenditures in SFY 2022** \$111,217

**Budgeted Expenditures in SFY 2023** \$0

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

**Total Expenditures** \$111,217

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item has been deemed eligible and the Capital Improvement Prior Approval Request has been submitted and approved.  
[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)

Line Item ID: 426-3-0044

**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**

Federal Funds

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Mental Health Support-- we plan to continue with utilizing a part time mental health person through a third party to help with the social-emotional aspects of dealing with the pandemic. This represents the estimated cost for next three years. Not part of set aside.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$19,760
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$59,760</u>

**Status**

Approved

Line Item ID: 426-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds

**Account Number**

7

**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**

Certified Summer School Salaries-- this would be set aside to help pay for our certified teaching staff to teach our summer learning program for learning loss. We will average 7 certified staff per year

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

Line Item ID: 426-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds

**Account Number**

7

**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**

Classified Summer School Salaries-- These funds will pay for our classified help for our summer learning program set for learning loss. We average 4 staff members per year

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Approved

Line Item ID: 426-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Driver Salary for Summer School-- this is to pay our driver to transport our summer learning students to address learning loss (set aside) One driver per year, 4 days per week for three weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$800
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,800</u>

**Status**

Approved

Line Item ID: 426-3-0004



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds

**Account Number**

7

**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**

SS, FICA, Medicare for certified

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$800
<b>Budgeted Expenditures in SFY 2023</b>	\$1,200
<b>Budgeted Expenditures in SFY 2024</b>	\$1,200
<b>Total Expenditures</b>	<u>\$3,200</u>

**Status**

Approved

Line Item ID: 426-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds

**Account Number**

7

**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**

SS, FICA, Medicare for classified

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$155
<b>Budgeted Expenditures in SFY 2023</b>	\$230
<b>Budgeted Expenditures in SFY 2024</b>	\$230
<b>Total Expenditures</b>	<u>\$615</u>

**Status**

Approved

Line Item ID: 426-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

SS, FICA, Medicare for driver

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$62
<b>Budgeted Expenditures in SFY 2023</b>	\$78
<b>Budgeted Expenditures in SFY 2024</b>	\$78
<b>Total Expenditures</b>	<u>\$218</u>

**Status**

Approved

Line Item ID: 426-3-0007

**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**

Federal Funds

**Account Number**

7

**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 certified

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300
<b>Budgeted Expenditures in SFY 2023</b>	\$400
<b>Budgeted Expenditures in SFY 2024</b>	\$400
<b>Total Expenditures</b>	<u>\$1,100</u>

**Status**

Approved

Line Item ID: 426-3-0008

**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**

Federal Funds

**Account Number**

7

**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 classified

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$100**Budgeted Expenditures in SFY 2023** \$150**Budgeted Expenditures in SFY 2024** \$150**Total Expenditures** \$400**Status**

Approved

Line Item ID: 426-3-0009

**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**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Unemployment for driver

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$50**Budgeted Expenditures in SFY 2023** \$50**Budgeted Expenditures in SFY 2024** \$50**Total Expenditures** \$150**Status**

Approved

Line Item ID: 426-3-0010

**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**

Federal Funds

**Account Number**

7

**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 for summer learning. These will be utilized for the three years of our summer learning program, which is the set aside for summer learning or academic focus. We run themed weeks, so the supplies vary depending on what theme is chosen. We have had STEM, Water, History, etc....

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Approved

Line Item ID: 426-3-0011

**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**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

626 - Gasoline

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Fuel for summer school. We transport our students to our summer learning programs utilized for loss of learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$196
<b>Budgeted Expenditures in SFY 2023</b>	\$300
<b>Budgeted Expenditures in SFY 2024</b>	\$300
<b>Total Expenditures</b>	<u>\$796</u>

**Status**

Approved

Line Item ID: 426-3-0012

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

3100 - Food Service Operations

**Object Code**

630 - Food and Milk

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Snacks for summer school. Again we use our summer learning program to address learning loss. We served 80 the first year and this past summer we served 77. Guessing we will hold around the 80 per year number.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,400
<b>Budgeted Expenditures in SFY 2024</b>	\$1,400
<b>Total Expenditures</b>	<u>\$3,800</u>

**Status**

Approved

Line Item ID: 426-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds

**Account Number**

7

**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**

Certified Retention Bonus. Sorry, this is not part of our set aside. We would like to give this at Christmas time and this would represent 27 certified staff members for the bonus.

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

**Status**

Approved

Line Item ID: 426-3-0014

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Classified Retention Bonus-- sorry this is not meant for set aside-- This will be at Christmas time for 9 classified employees.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$9,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,000**Status**

Approved

Line Item ID: 426-3-0015

**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**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**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**

Principal Retention Bonus-- again, sorry this is not meant for the set aside. We plan to give all school personnel a \$1000 retention bonus at Christmas time.

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

Approved

Line Item ID: 426-3-0016

**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**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**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**

Superintendent Retention Bonus-- not meant as part of set aside. Bonus for all employees at Christmas time.

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

Approved

Line Item ID: 426-3-0017

**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**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Building Secretary Retention Bonus-- not meant for learning loss-- all employees a bonus at Christmas time.

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

Approved

Line Item ID: 426-3-0018

**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**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Central Office Personnel Retention Bonus-- not meant for set aside-- bonus for all at Christmas time.

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

Approved

Line Item ID: 426-3-0019

**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**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Driver Retention Bonus-- not meant for set aside-- bonus at Christmas time

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,000**Status**

Approved

Line Item ID: 426-3-0020



**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**

Federal Funds

**Account Number**

7

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Food Service Retention Bonus-- not meant for learning loss-- bonus for all at Christmas time

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,000**Status**

Approved

Line Item ID: 426-3-0021

**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**

Federal Funds

**Account Number**

7

**Function Code**

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

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Custodial Retention Bonus-- not meant for set aside-- bonus for all at Christmas time for 3 staff members

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,000**Status**

Approved

Line Item ID: 426-3-0022

**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**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Certified FICA-- this would cover the SS for our summer learning certified which is to address learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,066**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,066**Status**

Approved

Line Item ID: 426-3-0023

**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**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Classified FICA-- to cover FICA for classified that are working our summer learning program for learning loss (set aside)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$690**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$690**Status**

Approved

Line Item ID: 426-3-0024

**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**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**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**

Principal FICA-- to cover FICA for bonus of principals

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$153
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$153</u>

**Status**

Approved

Line Item ID: 426-3-0025

**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**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**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**

Superintendent FICA-- not meant for learning loss-- to pay FICA for the bonus at Christmas time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$77
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$77</u>

**Status**

Approved

Line Item ID: 426-3-0026

**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**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**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**

Building Secretary FICA-- not set aside-- to pay for FICA for bonus

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$153**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$153**Status**

Approved

Line Item ID: 426-3-0027

**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**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**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**

Central Office FICA-- not set aside-- to pay for FICA for bonus

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$153**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$153**Status**

Approved

Line Item ID: 426-3-0028

**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**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**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**

Driver FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$230
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$230</u>

**Status**

Approved

Line Item ID: 426-3-0029

**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**

Federal Funds

**Account Number**

7

**Function Code**

3100 - Food Service Operations

**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**

Food Service FICA-- not set aside-- to cover for bonus

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$230
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$230</u>

**Status**

Approved

Line Item ID: 426-3-0030

**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**

Federal Funds

**Account Number**

7

**Function Code**

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

**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**

Custodial FICA-- not set aside-- meant for bonus

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$230
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$230</u>

**Status**

Approved

Line Item ID: 426-3-0031

**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**

Federal Funds

**Account Number**

7

**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**

Certified Unemployment--not set aside-- meant for bonus

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$405
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$405</u>

**Status**

Approved

Line Item ID: 426-3-0032

**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**

Federal Funds

**Account Number**

7

**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**

Classified Unemployment-- not meant for set aside-- bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$135**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$135**Status**

Approved

Line Item ID: 426-3-0033

**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**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**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**

Principal Unemployment-- not meant for set aside-- bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$30**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30**Status**

Approved

Line Item ID: 426-3-0034

**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**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**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**

Superintendent Unemployment-- not set aside-- meant for bonus coverage

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

Approved

**Line Item Comment from KSDE**

Line Item ID: 426-3-0035

**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**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**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**

Building Secretary Unemployment-- not set aside-- meant for bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$30**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30**Status**

Approved

Line Item ID: 426-3-0036



**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**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**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**

Central Office Unemployment-- not set aside-- meant for bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$30**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30**Status**

Approved

Line Item ID: 426-3-0037

**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**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation 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**

Driver Unemployment-- not set aside-- meant to cover bonus

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$45**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$45**Status**

Approved

Line Item ID: 426-3-0038

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

3100 - Food Service Operations

**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**

Food Service Unemployment-- not set aside-- meant for bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$45**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$45**Status**

Approved

Line Item ID: 426-3-0039

**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**

Federal Funds

**Account Number**

7

**Function Code**

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

**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**

Custodial Unemployment-- not set aside-- meant for bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$45**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$45**Status**

Approved

Line Item ID: 426-3-0040

**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**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

KPER/WAR

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$130
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$130</u>

**Status**

Approved

Line Item ID: 426-3-0041

**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**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

KPER/WAR-- not set aside-- to cover bonus

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$130
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$130</u>

**Status**

Approved

Line Item ID: 426-3-0042

**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**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

KPERs/WAR-- not set aside-- this is to cover the bonus

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$130
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$130</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0446

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>
Independence	517 North 10th Street, Independence, KS 673010487	P O Drawer 487, Independence, KS 673010487
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Rusty Arnold	rarnold@indyschools.com	(620) 332-1800

## 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>
Kellie Puderbaugh	District Director of Learning Services	kpuderbaugh@indyschools.com	(620) 332-1800

<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>
Rusty Arnold	rarnold@indyschools.com

<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>
Gina Godinez	ggodinez@indyschools.com

## Plan for Safe Return

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

Currently: [indyschools.com/](https://indyschools.com/); After April 4: <https://independenceschooldistrictks.sites.thrillshare.com/page/safe-return-to-school>

## 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 446 plans to use funds in the area of Technology. During the pandemic, it became very clear to us that we did not have a good infrastructure, nor did we have the number and types of device to adequately serve our kids. Independence Public Schools has a significant proportion of students who cannot access Internet from their homes. It is critical that our students be able to work remotely should the need arise. But it is equally critical that they have access to the technology they need on a day-to-day basis in our buildings to help close achievement gaps exacerbated by the pandemic. Many of our initiatives for closing the achievement gap includes being able to access individualized online learning programs to support differentiated reading and math instruction. Our plan is to purchase devices that allow us to be a one-to-one district K-12. 6th-12th grade students will be allowed to take their devices home.

Another area that we will use our ESSER funds is to support the purchase of math and reading individualized online instructional tools. The learning loss attributed to the pandemic must be mitigated. We have identified for reading support

Lexia Core 5 for K-5th grade students, Lexia Power Up for 6th-12th grade students still struggling with structured literacy gaps, and Reading Plus for 6th-12th grade students to improve upon reading fluency and comprehension. We have also identified Istation for K-1st grade math online differentiated support and IXL for 2nd-8th grade math online differentiated support. We have created a schedule which allows for additional supplemental support in both math and reading for all students, again this additional support supplements but does not supplant core math and reading instruction. We have also created a plan that provides Tier 2 and 3 math and reading support based on diagnostic data.

Another area that we will use our ESSER funds is to support additional staffing/personnel:

- Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic.
- School-to-Home Coordinators at all levels to support our mental health, social emotional learning, and tutoring/mentoring initiatives.
- JAG at IMS/IHS: Jobs for America's Graduates is an elective students can participate in, and the program coordinators work to place our kids in jobs as they graduate from high school. Students learn valuable life skills throughout the program and be given opportunities for job shadowing, college visits, and community service.
- Communities in Schools Mid America is a program provides for an onsite point of contact to serve as liaison to school administrators, staff, organizations, and volunteers and to work one-on-one with students to coordinate services and resources students need to ensure that they can thrive in and beyond the classroom. CIC offers identified at-risk students, and their families, access to services needed to solve social, educational, health, and emotional problems impeding student success.
- AVID at IMS/IHS: AVID (Achievement Via Individual Determination) is an evidence-based program supporting students from under-represented populations in preparation of college-career. This programming provides specific curriculum to focus on study skills, soft skills to include resume building, scholarship/FAFSA application, and college visits.
- Additional Custodial Staff at all levels to support keeping our buildings as virus-free as possible in order to combat Covid-19.
- Additional Technology Staff to support implementation of 1:1 technology initiative.

We also will continue to address student Individual Plans of Study through the use of Xello programming. This online tool allows students to create their individual plans of study, explore career opportunities, complete career inventories, resumes, cover letters, and letters of recommendation. This data helps guide job shadowing and internships our high school students do locally.

We will also be adding a one-on-one mentoring program called TeamMates. TeamMates is a national program that matches a mentor with a student across multiple years, with scholarship opportunities for students who participate at least three years. We will continue to offer academic tutoring opportunities before and after school to all students in third through 12th grade as needed.

Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a summer boost available for two weeks and will be identified based on data. Additionally, while we have Title reading and math Schoolwide K-5th grade and Reading and Math Targeted Assistance 6th-8th grades, 9th-12th grade reading and math support will be provided through the hiring of a reading/math specialist.

Additionally we will continue to offer a robust after school academic and social emotional learning program. This will be provided for students in K-6th grade, and available for 7th-8th grade students who wish to be mentors/tutors; this program is offered five days a week and provides students with access to tutors and mentoring programs to help academically as well as social emotionally. We offer additional social emotional learning/classes district-wide; the SEL curriculum is supported by Second Step programming.

Additionally, we are currently working to expand our alternative school, which provides an alternate setting for students who are not demonstrating success in the regular school setting. We expect it to serve 6th-12th grade students. We utilize a program called Edgenuity to provide curriculum support. It will be staffed by one coordinator and instructional aides.

Additionally, in response to COVID-19, we are working to expand our pre-school options to serve all pre-school aged

children. It is our intent, beings our current building does not provide the ability for space-addition, to build a new larger capacity preschool which will be staffed by one coordinator, and 8 classrooms (8 teachers, and 16 instructional aides), and one administrative assistant. We believe the following four reasons provide need and issues compounded by COVID-19:

1. Emotional needs of students: Loneliness, depression, loss of loved ones, traumatization and/or fears based upon diseases, illnesses, and death have been apparent in young children who are dealing with the outcomes of COVID-19. A preschool is needed to nurture confidence in a safe and healthy community and world.
2. Structures physical and learning activities with peers: Young preschoolers have had limited opportunities for organized activities with their peers (closed libraries, parks, churches, recreation and learning centers, etc.). A preschool is needed to provide organized physical activities for health and social development to impact interpersonal growth and development.
3. Communication skills: The use of masks has limited children in learning essential social cues, such as facial expressions that demonstrate personal communications of emotions (happiness, embarrassment, frustration, etc.). Facial expressions are the foundation of expression of communications. A preschool with trained professionals will develop essential communications skills.
4. Reading skills: Foundational reading begins with making initial sounds: masks have negatively impacted children's speech and language development. A key part of learning to communicate for a child is watching the faces, mouths, tongues, and teeth. A preschool will pr

## **Stakeholder Engagement**

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

### **Students**

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan.

60 students responded to the survey and or participated in small group discussion with the Superintendent; in small group discussion the item students were most excited about was a move to 1:1 at the middle and high school levels. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Students (20 respondents) % selected Rank  
How do you think we should spend ESSER 3 money  
Providing additional technology for student use 65 1  
Offering additional extra-curricular activities 60 2  
Additional behavioral support and interventions 50 3  
Facility upgrades that support student health needs 50 3  
Expanded social and emotional learning and mental health services 45 5  
Additional instructional materials and resources (software, textbooks, curriculum, etc.) 45 5  
After school tutoring programs 40 7  
Offering more teacher professional development to support teacher growth 40 7  
Summer learning programs 40 7  
Additional personnel and staff support for academic intervention 35 10  
Purchasing additional supplies to sanitize and clean facilities 25 11

Percent ranking the following as important/very important % selected Rank  
Providing additional technology for student use 95 1  
Offering additional extra-curricular activities 95 1  
Expanded social and emotional learning and mental health services 85 3  
Offering more teacher professional development to support teacher growth 85 4  
Facility upgrades that support student health needs 85 4  
Additional instructional materials and resources (software, textbooks, curriculum, etc.) 80 6  
Additional personnel and staff support for academic intervention 70 7  
Additional behavioral support and interventions 70 7  
After school tutoring programs 65 9  
Purchasing additional supplies to sanitize and clean facilities 65 9  
Summer learning programs 55 11

## **Families**



We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 347 students responded to the survey. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Parents (347 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 54 1

Expanded social and emotional learning and mental health services 51 2

Additional behavioral support and interventions 49 3

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 49 3

Providing additional technology for student use 45 5

After school tutoring programs 39 6

Offering more teacher professional development to support teacher growth 35 7

Offering additional extra-curricular activities 34 8

Summer learning programs 32 9

Facility upgrades that support student health needs 32 9

Purchasing additional supplies to sanitize and clean facilities 19 11

Percent ranking the following as important/very important % selected Rank

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 77 1

Expanded social and emotional learning and mental health services 77 1

Additional personnel and staff support for academic intervention 76 3

Additional behavioral support and interventions 74 4

After school tutoring programs 68 5

Providing additional technology for student use 67 6

Offering more teacher professional development to support teacher growth 60 7

Facility upgrades that support student health needs 58 8

Summer learning programs 53 9

Offering additional extra-curricular activities 53 9

Purchasing additional supplies to sanitize and clean facilities 42 11

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

#### Internal Strategy:

Directly work with building leaders and district directors who directly work with building staff to ascertain the highest needs areas as they fit the allowable areas for use of ESSER funds. We meet as an administrative team weekly and how to best use these funds was a regular part of the conversations. Upon having conversations as an administrative team, building leaders worked with their building staff to create a list of high needs items that fit the allowable uses for ESSER. These were submitted to the Superintendent by each building leader and director, and this feedback was strongly considered as the application was created. This included considerable from all certified and classified staff district-wide. Their feedback was built into the application, such as additional technology, preschool, additional staff, additional programming and resources. Everything in our application was on the list of one or more of our administrator and director teams.

#### Internal Strategy:

Directly work with special education staff through SPED Cooperative Tri County Interlocal Emily McCambridge. Superintendents meeting monthly with Emily and a regular part of our agenda was ESSER funding and strategies to benefit special education student needs within our district. Additionally, SPED teachers serving in our district took part in all conversations at the building level regarding funding and took part in the survey of staff. Feedback: 1) Additional para-professional support; 2) Additional laptops for student use; 3) Continue the math and reading initiatives throughout the district.

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 136 staff members responded to the survey. Following are the survey results by Percent selected and Rank Ordered:

#### GROUP: School Staff (136 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 71 1

Additional behavioral support and interventions 67 2

Expanded social and emotional learning and mental health services 57 3

Facility upgrades that support student health needs 36 4

After school tutoring programs 35 5

Providing additional technology for student use 35 5

Summer Learning programs 32 7

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 32 7

Offering additional extra-curricular activities 26 9

Purchasing additional supplies to sanitize and clean facilities 17 10

Offering more teacher professional development to support teacher growth 15 11

#### Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 86 1

Additional personnel and staff support for academic intervention 85 2

Expanded social and emotional learning and mental health services 81 3

Facility upgrades that support student health needs 66 4

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 5

After school tutoring programs 60 6

Providing additional technology for student use 59 7

Summer learning programs 54 8

Offering more teacher professional development to support teacher growth 41 9

Purchasing additional supplies to sanitize and clean facilities 40 10

Offering additional extra-curricular activities 38 11

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

### Internal Strategy:

Directly work with building leaders and district directors who directly work with building staff to ascertain the highest needs areas as they fit the allowable areas for use of ESSER funds. We meet as an administrative team weekly and how to best use these funds was a regular part of the conversations. Upon having conversations as an administrative team, building leaders worked with their building staff to create a list of high needs items that fit the allowable uses for ESSER. These were submitted to the Superintendent by each building leader and director, and this feedback was strongly considered as the application was created. This included considerable from all certified and classified staff district-wide. Additionally, we sought the input from KNEA leadership. Their feedback was built into the application, such as additional technology, preschool, additional staff, additional programming and resources. Everything in our application was on the list of one or more of our administrator and director teams. .

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 136 staff members responded to the survey. Following are the survey results by Percent selected and Rank Ordered:

#### GROUP: School Staff (136 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 71 1

Additional behavioral support and interventions 67 2

Expanded social and emotional learning and mental health services 57 3

Facility upgrades that support student health needs 36 4

After school tutoring programs 35 5

Providing additional technology for student use 35 5

Summer Learning programs 32 7

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 32 7

Offering additional extra-curricular activities 26 9

Purchasing additional supplies to sanitize and clean facilities 17 10

Offering more teacher professional development to support teacher growth 15 11

#### Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 86 1

Additional personnel and staff support for academic intervention 85 2

Expanded social and emotional learning and mental health services 81 3

Facility upgrades that support student health needs 66 4

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 5

After school tutoring programs 60 6

Providing additional technology for student use 59 7

Summer learning programs 54 8

Offering more teacher professional development to support teacher growth 41 9

Purchasing additional supplies to sanitize and clean facilities 40 10

Offering additional extra-curricular activities 38 11

## Tribes

#### Internal Strategy:

Directly contact Native American students within our district and their parents in order to solicit ideas to be considered within our ESSER III plan. Approximately 80 students (4.3% of our student population) identify as being Native American.

The parents of our Native American students were given a survey to complete and were contacted via phone if possible. Their input was considered in our ESSER III plan. Feedback: Expressed their trust in our district to do what is best for kids. Also recommended the following: 1) Add after school activities for students in grades 3-5; 2) Additional laptops for student use; 3) Additional technology and pay for IT staff; 4) Additional after school activities for all kids. This feedback was considered for inclusion in our ESSER III plan.

The Native American students in grades 6-12 were given a survey to complete and their input was considered in our ESSER III plan. 16 Native Americans responded to the survey; currently we have no tribes of Native Americans located within the boundaries of our district. This feedback was considered for inclusion in our ESSER III plan. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Tribal (16) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 63 1

Additional behavioral support and interventions 63 1

Expanded social and emotional learning and mental health services 56 3

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 50 4

Providing additional technology for student use 50 4

Offering more teacher professional development to support teacher growth 44 6

Facility upgrades that support student health needs 38 7

Summer Learning programs 31 8

After school tutoring programs 31 8

Offering additional extra-curricular activities 31 8

Purchasing additional supplies to sanitize and clean facilities 25 11

Percent ranking the following as important/very important % selected Rank

Expanded social and emotional learning and mental health services 88 1

Additional behavioral support and interventions 81 2

Facility upgrades that support student health needs 75 3

Additional personnel and staff support for academic intervention 69 4

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 69 4

Offering more teacher professional development to support teacher growth 59 6

Providing additional technology for student use 56 7

After school tutoring programs 50 8

Purchasing additional supplies to sanitize and clean facilities 44 9

Summer learning programs 38 10

Offering additional extra-curricular activities 38 10

#### External Strategy:

Our district emailed representatives from the following four Native American Tribes identified within 50 miles of our district and/or one or more of our students identified as being a member of the tribe in order to solicit ideas to be considered within our ESSER III plan:

- Quapaw Nation—Diane Mercer, Communications Director to Chief Joseph T. Byrd
- Osage Nation—Sheryl Decker, Chief Executive Adviser to Chief Standing Bear
- Cherokee Nation—Julie Hubbard, Communications Director to Chief Chuck Hoskin, Jr.
- Peoria Tribe—Chief Craig Harper

No responses have been received as of now but any input received will be considered within our ESSER III plan.

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

The following feedback was considered for inclusion in our ESSER III plan.

#### Internal Strategy:

Identify local Civil Rights Groups in order to solicit ideas to be considered within our ESSER III plan.

Worked closely with Emily McCambridge, Tri-County Special Education Cooperative Director, to identify the needs of our special needs' population of students. Feedback: 1) Additional para-professional support; 2) Additional laptops for student use; 3) Continue the math and reading initiatives throughout the district.

Worked closely with Brandon West, President of the Independence LGBTQ Organization to solicit input concerning the educational needs of our LGBTQ population. Feedback: 1) Provide social and emotional learning within a GSA afterschool club; 2) Provide educational opportunities in the form of a monthly lecture series with a Q&A session; 3) Provide educational resources in the form of handouts and books; 4) Provide staff sensitivity training which includes appropriate terminology used throughout the school district.

Worked closely with Barb Emert, President of the Independence Diversity Task Force, to identify the needs of our minority and economically disadvantaged students. Feedback: 1) Expand the Can We Talk Program to students in grades 3-12; 2) Provide Anti-bullying lessons for all so all kids feel safe.

In addition, we are meeting with the diversity task force to brainstorm ideas (Monday, May 23, 2022) for additional items for consideration.

Worked closely with Kellie Puderbaugh, Community Chest Board Member and past President; she provided ideas/actions that she most closely align to their organization's mission. Feedback: 1) Expanded social and emotional learning and mental health services; 2) Additional technology for student use most especially the most marginalized populations; 3) Additional extra-curricular activities for all students.

Additionally, we regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. 5 respondents identified themselves as connected to a civil right organization; additionally the Superintendent met with the local Diversity Task Force; we work closely with our local special education cooperative as well as our local education service agency, all of whom work actively to support students with disabilities to ensure our plans meet the needs of all students. This feedback was considered for inclusion in our ESSER III plan. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Disabilities, EL, Foster, Underserved (34 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional behavioral support and interventions 71 1

Expanded social and emotional learning and mental health services 71 1

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 3

Additional personnel and staff support for academic intervention 59 4

Facility upgrades that support student health needs 56 5

Summer Learning programs 50 6

After school tutoring programs 47 7

Providing additional technology for student use 47 7

Offering more teacher professional development to support teacher growth 47 7

Purchasing additional supplies to sanitize and clean facilities 41 10

Offering additional extra-curricular activities 26 11

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 89 1

Additional personnel and staff support for academic intervention 88 2

Expanded social and emotional learning and mental health services 88 2

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 85 4

Facility upgrades that support student health needs 81 5

Offering more teacher professional development to support teacher growth 71 6

Providing additional technology for student use 67 7  
Summer learning programs 61 8  
After school tutoring programs 61 8  
Purchasing additional supplies to sanitize and clean facilities 56 10  
Offering additional extra-curricular activities 41 11

External Strategy:

Our district emailed and/or called representatives from the following Civil Right Organizations soliciting input into our ESSER III plan:

Kansas Action for Children—Mitch Rucker, Early Learning Policy Advisor; Feedback: 1) Expand early learning opportunities for all kids.

Kansas Human Rights Commission—Alicia Sanchez, Commissioner at Large and Director of the Office of Diversity and Inclusion at Wichita State University; Feedback: Our correspondence to date with Ms. Sanchez has been informational about ESSER III uses and an overview of our district. Ms. Sanchez will be providing us with ideas which we will review for consideration to be included into our ESSER III Plan.

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

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 34 respondents had one of these connections (15 disabilities, 4 EL, 10 Foster Care, 13 underserved). Following are the survey results by Percent selected and Rank Ordered:

GROUP: Disabilities, EL, Foster, Underserved (34 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional behavioral support and interventions 71 1

Expanded social and emotional learning and mental health services 71 1

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 3

Additional personnel and staff support for academic intervention 59 4

Facility upgrades that support student health needs 56 5

Summer Learning programs 50 6

After school tutoring programs 47 7

Providing additional technology for student use 47 7

Offering more teacher professional development to support teacher growth 47 7

Purchasing additional supplies to sanitize and clean facilities 41 10

Offering additional extra-curricular activities 26 11

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 89 1

Additional personnel and staff support for academic intervention 88 2

Expanded social and emotional learning and mental health services 88 2

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 85 4

Facility upgrades that support student health needs 81 5

Offering more teacher professional development to support teacher growth 71 6

Providing additional technology for student use 67 7

Summer learning programs 61 8

After school tutoring programs 61 8

Purchasing additional supplies to sanitize and clean facilities 56 10

Offering additional extra-curricular activities 41 11

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

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 24 respondents chose a category that didn't connect to a specific school; the Superintendent worked with the Chamber of Commerce to distribute the survey to business and community leaders; he also spoke at First Friday, an event that brings together many community members. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Public/Community (24) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 63 1

Additional behavioral support and interventions 63 1

Expanded social and emotional learning and mental health services 63 1

Offering more teacher professional development to support teacher growth 54 4

Summer Learning programs 50 5

After school tutoring programs 50 5

Providing additional technology for student use 46 7

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 33 8

Facility upgrades that support student health needs 33 8

Offering additional extra-curricular activities 25 10

Purchasing additional supplies to sanitize and clean facilities 25 10

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 87 1

Expanded social and emotional learning and mental health services 87 1

Additional personnel and staff support for academic intervention 84 3

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 79 4

After school tutoring programs 76 5

Providing additional technology for student use 71 6

Offering more teacher professional development to support teacher growth 71 6

Summer learning programs 62 8

Facility upgrades that support student health needs 59 9

Offering additional extra-curricular activities 34 10

Purchasing additional supplies to sanitize and clean facilities 33 11

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

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

We have considerable data that indicates Covid-19 brought significant learning loss for students in Independence Public Schools, especially from March 2020 to when students returned in August 2020 for in-person instruction (with the option of remote instruction which approximately 15% of our students chose). The following data highlights our learning loss from March 2020 when schools were closed to August 2020 when we returned to in-person and optional remote instruction: 70% of our Kindergarten students were reading above grade level in March 2020 and only 27% of those same 1st graders were reading in grade level August 2020. 65% of our 1st grade students were reading above grade level in March 2020 and only 38% of those same 2nd graders were reading in grade level August 2020. 79% of our 2nd grade students were reading above grade level in March 2020 and only 13% of those same 3rd graders were reading in grade level August 2020. 68% of our 3rd grade students were reading above grade level in March 2020 and only 20% of those same 4th graders were reading in grade level August 2020. 35% of our 4th grade students were reading above grade level in March 2020 and only 20% of those same 4th graders were reading in grade level August 2020. We have been unable to close those gaps upon returning

to in-person with optional remote in 2020-21 and full in-person in 2021-22.

We also have data that shows our students have been unable to make gains throughout this pandemic, despite interventions we have continued to implement throughout and even though we maintained in-person instruction throughout the pandemic. During the first year of the pandemic, approximately 15% of our students chose to learn remotely. This was not a good learning situation for most of our students, and we required many of them to return to in-person learning by December 2020.

#### GRADE LEVEL TRENDS

##### Grade 3

Math: 63% proficient

improved grade level Math proficiency 9% from 2019

ELA: 38% proficient

improved (decreased) percent in L1 by 10% from 2019

##### Grade 4

ELA: 53% proficient

improved grade level ELA proficiency 11% from 2019

improved (decreased) percent in L1 by 9% from 2019

##### Grade 5

Math: 28% proficient

improved grade level Math proficiency 4% from 2019

ELA: 43% proficient

increased grade level ELA proficiency 4% from 2019

improved (decreased) percent in L1 by 13% from 2019

##### Grade 6

ELA: 33% proficient

improved grade level ELA proficiency by 4%

improved (decreased) percent in L1 by 5% from 2019

##### Grade 7

Math: 28% proficient

improved grade level Math proficiency 2% from 2019

ELA: 38% proficient

improved grade level ELA proficiency 5% from 2019

positive trend in L1 with an decrease of 1% from 2019

##### Grade 11

Science: 39% proficient

improved grade level Science proficiency 2%

improved (decreased) percent in L1 by 4% from 2019

#### COHORT TRENDS (same students)

##### ELA

###### 3rd/5th

District: 34 to 35% proficiency (+1)

###### 5th/7th

District: 39 to 36% proficiency (-3)

###### 6th/8th

District: 29-25% proficiency (-4)

###### 5th/7th

District: 24 to 28% proficiency (+4)

##### Science

###### 2018 (5th)/2021 (8th)

District: 38 to 29% proficiency (-9)

###### 2018 (8th)/2021 (11th)

District: 33 to 39% proficiency (+6)

The following data shows a multi-year disaggregated view of district state assessment data (numbers represent percentages)



and negative trends for particular groups:

District SA Results READING - LOW SES

L1 L2 L3 L4 L2+ L3+  
2015 25 40 30 4 74 34  
2016 30 39 26 5 70 31  
2017 35 38 21 6 65 27  
2018 34 39 22 4 66 26  
2019 37 34 23 5 63 28  
2021 31 40 24 5 69 29

District SA Results RDNG - AFRICAN AMERICAN

L1 L2 L3 L4 L2+ L3+  
2015 42 44 13 1 58 14  
2016 50 36 13 1 50 14  
2017 50 35 11 3 50 15  
2018 52 35 11 2 48 12  
2019 50 38 10 2 50 12  
2021 38 54 8 0 62 8

District SA Results READING - MULTIRACIAL

L1 L2 L3 L4 L2+ L3+  
2015 19 36 43 1 81 45  
2016 19 48 28 4 81 33  
2017 29 49 17 4 71 22  
2018 30 46 19 5 70 24  
2019 38 37 20 5 62 25  
2021 33 38 26 4 68 30

District SA Results READING - AI/AN

L1 L2 L3 L4 L2+ L3+  
2015 na na na na 0 0  
2016 35 26 35 4 65 39  
2017 28 33 33 6 72 39  
2018 29 42 29 0 71 29  
2019 22 61 17 0 78 17  
2021 38 46 8 8 62 15

District SA Results READING - DISABILITY

L1 L2 L3 L4 L2+ L3+  
2015 48 24 26 2 52 28  
2016 57 25 12 6 43 18  
2017 58 26 11 5 42 16  
2018 51 29 15 4 49 20  
2019 58 23 14 6 42 19  
2021 41 42 14 3 59 16

District SA Results READING - HISPANIC

L1 L2 L3 L4 L2+ L3+  
2015 22 42 31 5 78 36  
2016 30 41 25 4 70 29  
2017 37 40 19 5 63 24  
2018 37 41 18 3 63 22  
2019 41 38 18 2 59 20  
2021 38 42 16 4 62 20

District SA Results READING - ELL

L1 L2 L3 L4 L2+ L3+  
2015 28 48 24 0 72 24  
2016 42 52 6 0 58 6  
2017 26 53 21 0 74 21  
2018 50 39 11 0 50 11  
2019 55 35 10 0 45 10  
2021 60 30 10 0 40 10

District SA Results READING - WHITE

L1 L2 L3 L4 L2+ L3+  
2015 16 39 38 7 84 45  
2016 21 36 33 9 79 43  
2017 24 35 31 9 76 40  
2018 24 36 32 8 76 40  
2019 26 34 30 10 74 40  
2021 23 36 33 8 77 41

District SA Results READING - ALL

L1 L2 L3 L4 L2+ L3+  
2015 19 39 37 6 81 43  
2016 24 37 30 8 76 39  
2017 27 37 28 8 73 37  
2018 27 37 28 7 73 36  
2019 30 35 27 8 70 35  
2021 26 38 29 7 74 36

District SA Results MATH - LOW SES

L1 L2 L3 L4 L2+ L3+  
2015 20 49 26 5 80 31  
2016 27 42 24 6 73 30  
2017 30 43 22 5 70 27  
2018 34 43 18 5 66 24  
2019 31 42 22 5 69 27  
2021 37 39 18 6 63 24

District SA Results MATH - AFRICAN AMERICAN

L1 L2 L3 L4 L2+ L3+  
2015 35 45 18 1 65 20  
2016 42 42 13 3 58 16  
2017 49 35 14 2 51 16  
2018 52 41 6 2 48 8  
2019 44 38 15 2 56 17  
2021 57 37 7 0 43 7

District SA Results MATH - MULTIRACIAL

L1 L2 L3 L4 L2+ L3+  
2015 16 57 22 6 84 28  
2016 16 51 31 1 84 33  
2017 33 46 17 3 --- ---  
2018 35 40 18 8 65 25  
2019 37 43 15 5 63 20  
2021 38 40 15 7 62 22

District SA Results MATH - AI/AN

L1 L2 L3 L4 L2+ L3+  
2015 na na na na 0 0

2016 30 39 26 4 70 30  
2017 39 33 22 6 --- ---  
2018 28 48 24 0 72 24  
2019 22 56 17 6 78 22  
2021 40 47 7 7 60 13

District Results MATH - DISABILITY

L1 L2 L3 L4 L2+ L3+  
2015 38 41 18 2 62 21  
2016 46 40 10 4 54 14  
2017 53 34 11 3 47 14  
2018 57 26 13 3 43 16  
2019 50 37 11 2 50 13  
2021 62 28 6 3 38 10

District SA Results MATH - HISPANIC

L1 L2 L3 L4 L2+ L3+  
2015 22 45 27 6 78 33  
2016 34 35 26 4 66 31  
2017 32 42 22 4 68 26  
2018 34 46 16 4 66 20  
2019 29 50 20 1 71 21  
2021 46 35 14 4 54 18

District SA Results MATH - ELL

L1 L2 L3 L4 L2+ L3+  
2015 20 60 20 0 80 20  
2016 45 32 23 0 55 23  
2017 32 52 16 0 68 16  
2018 39 55 6 0 61 6  
2019 48 43 10 0 52 10  
2021 52 37 7 4 48 11

District SA Results MATH - WHITE

L1 L2 L3 L4 L2+ L3+  
2015 13 47 31 8 87 40  
2016 20 40 27 13 80 40  
2017 20 40 29 10 80 39  
2018 25 40 24 11 75 36  
2019 22 39 26 13 77 39  
2021 27 37 25 11 73 36

District SA Results MATH - ALL

L1 L2 L3 L4 L2+ L3+  
2015 16 47 30 8 84 38  
2016 22 41 26 11 78 37  
2017 24 40 27 9 76 36  
2018 28 40 22 10 72 32  
2019 25 40 24 10 75 35  
2021 31 37 22 10 69 31

Additionally, we have considerable data showing that our students' social emotional learning has digressed throughout this pandemic. For the KSDE SEL standards we have had the following negative trend rates from 2020 to 2021:

\* Personal Development 50.6% to 40.8%

\* School Climate 58.2% to 35.4%

\* Low Perception of School Safety: 48.2% to 26.4% (we believe in previous years school safety had a different connotation

than how students responded to these survey questions in the midst of the 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)**

We have identified for reading support Lexia Core 5 for K-5th grade students, Lexia Power Up for 6th-12th grade students still struggling with structured literacy gaps, and Reading Plus for 6th-12th grade students to improve upon reading fluency and comprehension. We have also identified Istation for K-1st grade math online differentiated support and IXL for 2nd-8th grade math online differentiated support. We have created a schedule which allows for additional supplemental support in both math and reading for all students, again this additional support supplements but does not supplant core math and reading instruction. We have also created a plan that provides Tier 2 and 3 math and reading support based on diagnostic data. STAR Enterprise will continue to provide us screening and diagnostic data. All of these programs are on the evidence-based list provided by KSDE. Each of the reading programs help us to address the elements of structured literacy required by the Kansas Reading Initiative. Again, all of these programs are intended to supplement not supplant Core math and reading instruction.

Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data. Additionally we have Title reading and math Schoolwide K-5th grade and Reading and Math Targeted Assistance 6th-8th grades. 9th-12th grade reading and math support will be provided through the hiring of a reading/math specialist.

Additionally we will continue to offer a robust after school academic and social emotional learning program. This will be provided for students in kindergarten through sixth grade, and available for seventh and eighth-grade mentoring and tutoring opportunities; this program is offered five days a week and provides students with access to tutors and mentoring programs to help academically as well as social emotionally. We offer social emotional learning/classes district-wide; the curriculum is supported by Second Step programming.

Additionally we will offer extended day learning opportunities for students lagging behind their peers or requesting additional academic assistance. This will be in the form of academic assistance/tutoring before or after school.

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

We anticipate using any additional funds to support all that we've outlined in this application. We also plan to use additional funds for teacher premium pay as it relates to the extra responsibilities due to Covid 19.

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

Our district collects a number of data points that will allow us to see our progression toward overcoming learning loss related to the pandemic and closing achievement gaps both academically and socially emotionally. Through the use of the evidence-based tools (Reading Plus, Power Up, Lexia Core 5, IXL, and Istation) our district will be able to measure results along the way to overcome the learning gaps our students now face. Additionally we screen three times a year using STAR Enterprise and DIBELS to identify students for Tier 2/3 support. And finally, State Assessment data is disaggregated to track growth and/or impact of our efforts for each for each disaggregated group. With regard to social emotional learning, our district participates in the Communities That Care Survey each year. This data allows us to track our students' social emotional learning deficits over time as it related to the KSDE SEL standards.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$6,179,826	\$0	\$6,179,826	ESSER III Allocations	\$1,235,966
Approved Total	\$4,718,652	\$0	\$4,718,652	Approved Total	\$4,238,476
Amount Left	\$1,461,174	\$0	\$1,461,174	Amount Still Needed	\$0
In Review Total	\$490,257	\$0	\$490,257	In Review Total	\$0
Amount Left	\$970,917	\$0	\$970,917	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
446-3-0070	Direct	False	1000	110	12	\$147,000	Task Force Review
446-3-0071	Direct	False	1000	120	12	\$171,500	Task Force Review
446-3-0072	Direct	False	2100	122	12	\$1,900	Task Force Review
446-3-0073	Direct	False	1000	110	12	\$12,000	Task Force Review
446-3-0074	Direct	False	2220	641	12	\$57,057	Task Force Review
446-3-0075	Direct	False	1000	120	12	\$69,800	Task Force Review
446-3-0076	Direct	False	1000	220	12	\$31,000	Task Force Review
446-3-0001	Direct	True	1000	110	11A	\$33,984	Approved
446-3-0002	Direct	True	1000	120	11A	\$20,429	Approved
446-3-0003	Direct	True	1000	110	11A	\$21,185	Approved
446-3-0004	Direct	True	1000	110	11A	\$21,185	Approved
446-3-0005	Direct	True	1000	120	11A	\$7,566	Approved
446-3-0006	Direct	True	1000	220	11A	\$7,984	Approved
446-3-0007	Direct	True	1000	610	11A	\$2,700	Approved
446-3-0019	Direct	True	1000	110	12	\$117,304	Approved
446-3-0020	Direct	True	1000	220	12	\$8,975	Approved
446-3-0021	Direct	True	1000	210	12	\$16,484	Approved
446-3-0022	Direct	True	1000	120	12	\$33,764	Approved
446-3-0023	Direct	True	1000	210	12	\$16,484	Approved
446-3-0024	Direct	True	1000	220	12	\$2,583	Approved
446-3-0025	Direct	True	1000	120	12	\$33,764	Approved
446-3-0026	Direct	True	1000	210	12	\$16,484	Approved
446-3-0027	Direct	True	1000	220	12	\$2,583	Approved
446-3-0028	Direct	True	1000	110	12	\$109,245	Approved
446-3-0029	Direct	True	1000	210	12	\$16,484	Approved
446-3-0030	Direct	True	1000	220	12	\$8,358	Approved
446-3-0031	Direct	True	1000	110	12	\$109,245	Approved
446-3-0032	Direct	True	1000	210	12	\$16,484	Approved
446-3-0033	Direct	True	1000	220	12	\$8,358	Approved
446-3-0034	Direct	False	1000	110	12	\$109,245	Approved

446-3-0035	Direct	True	1000	210	12	\$16,484	Approved
446-3-0036	Direct	True	1000	220	12	\$8,358	Approved
446-3-0037	Direct	True	1000	110	12	\$109,245	Approved
446-3-0038	Direct	True	1000	210	12	\$16,484	Approved
446-3-0039	Direct	True	1000	220	12	\$8,358	Approved
446-3-0040	Direct	False	1000	120	15	\$44,772	Approved
446-3-0041	Direct	False	1000	210	15	\$16,484	Approved
446-3-0042	Direct	False	1000	220	15	\$3,426	Approved
446-3-0043	Direct	False	1000	120	15	\$44,772	Approved
446-3-0044	Direct	False	1000	210	15	\$16,484	Approved
446-3-0045	Direct	False	1000	220	15	\$3,426	Approved
446-3-0046	Direct	False	1000	120	9	\$51,168	Approved
446-3-0047	Direct	False	1000	210	9	\$16,484	Approved
446-3-0048	Direct	False	1000	220	9	\$3,915	Approved
446-3-0049	Direct	True	1000	734	9	\$2,742,727	Approved
446-3-0050	Direct	False	1000	300	4	\$148,000	Approved
446-3-0051	Direct	False	1000	300	4	\$22,000	Approved
446-3-0052	Direct	True	1000	444	12	\$65,205	Approved
446-3-0053	Direct	True	1000	444	12	\$71,613	Approved
446-3-0054	Direct	True	1000	444	12	\$30,660	Approved
446-3-0055	Direct	True	1000	444	12	\$19,251	Approved
446-3-0056	Direct	True	1000	444	12	\$11,085	Approved
446-3-0057	Direct	True	1000	444	12	\$120,898	Approved
446-3-0058	Direct	True	1000	444	12	\$3,363	Approved
446-3-0059	Direct	True	1000	444	12	\$8,247	Approved
446-3-0060	Direct	True	1000	444	12	\$97,920	Approved
446-3-0061	Direct	True	1000	444	12	\$30,000	Approved
446-3-0062	Direct	True	1000	110	11B	\$39,200	Approved
446-3-0063	Direct	True	1000	220	11B	\$3,000	Approved
446-3-0065	Direct	True	1000	120	11B	\$134,458	Approved
446-3-0066	Direct	True	1000	220	4	\$10,288	Approved
446-3-0067	Direct	True	1000	300	4	\$30,000	Approved
446-3-0068	Direct	True	1000	300	4	\$30,000	Approved

## Line Item Details

Line Item ID: 446-3-0070

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Pay - Certified

**Account Number**

50386

**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**

Retention pay for 147 certified staff members at \$1000 each to be paid on 11/23/22.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$147,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$147,000**Status**

Task Force Review

Line Item ID: 446-3-0071

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Pay - Classified

**Account Number**

50388

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Retention pay for 170 classified staff members at \$1000 each and 3 part-time classified staff members at \$500 each to be paid out on 11/23/22.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$171,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$171,500**Status**

Task Force Review

Line Item ID: 446-3-0072

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Pay - Coaches

**Account Number**

50394

**Function Code**

2100 - Support Services (Students)

**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**

Retention pay for 15 part-time classified staff members at \$100 per activity to be paid out on 11/23/22.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,900**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,900**Status**

Task Force Review

Line Item ID: 446-3-0073

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Pay - Substitutes

**Account Number**

50392

**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**

Retention pay for substitutes used from 7/1/22-11/11/22. Pay will be figured at \$10 per day worked during this time and will be paid on 11/23/22. Amount being requested is an approximate amount at this time.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$12,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Task Force Review

Line Item ID: 446-3-0074



**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**

Library Books

**Account Number**

50370

**Function Code**

2220 - Educational Media Services

**Object Code**

641 - Books

**Allowable Use**

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

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

Library Books: During Covid-19 we saw an uptick in use of our library. Kids took books home and this supported our desire for them to read high interest material. Unfortunately we lost a considerable number of books due to students not returning them. The need for them to read high interest materials hasn't gone away, so we need to replace stock that was lost due to Covid-19.

This is to purchase additional replacement materials for checkout purposes so that all of our students (including those most vulnerable populations) continue to have access to high quality reading materials.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$12,057
<b>Total Expenditures</b>	<u>\$57,057</u>

**Status**

Task Force Review

Line Item ID: 446-3-0075

**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 Pay - SPED

**Account Number**

50390

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Retention pay for 83 SPED staff members within our district. Pay is based \$100 per para FTE count given to us by our local co-op, Tri-County.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$69,800
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$69,800</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

As per district: pay is based \$1000 per para FTE

Line Item ID: 446-3-0076

**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 Pay - FICA

**Account Number**

50396

**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 or social security figured for certified, classified, coaches, substitutes and SPED being paid retention pay on 11/23/22. This was figured using the amount paid x .0765 and rounded (substitutes pay was approx).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$31,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$31,000</u>
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**Status**

Task Force Review

Line Item ID: 446-3-0001

**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 - Summer Cert Salary

**Account Number**

50380

**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 K-5 (Cert)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$10,780**Budgeted Expenditures in SFY 2023** \$11,319**Budgeted Expenditures in SFY 2024** \$11,885**Total Expenditures** \$33,984**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0002

**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 - Summer Class Salary

**Account Number**

50382

**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 K-5 (Class)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,480**Budgeted Expenditures in SFY 2023** \$6,804**Budgeted Expenditures in SFY 2024** \$7,145**Total Expenditures** \$20,429**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0003

**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 - Summer Cert Salary

**Account Number**

50380

**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 IMS (Cert)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,720**Budgeted Expenditures in SFY 2023** \$7,056**Budgeted Expenditures in SFY 2024** \$7,409**Total Expenditures** \$21,185**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0004

**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 - Summer Cert Salary

**Account Number**

50380

**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 IHS (Cert)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,720**Budgeted Expenditures in SFY 2023** \$7,056**Budgeted Expenditures in SFY 2024** \$7,409**Total Expenditures** \$21,185**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III - Summer Class Salary

**Account Number**

50382

**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 IMS/IHS (Class)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,400**Budgeted Expenditures in SFY 2023** \$2,520**Budgeted Expenditures in SFY 2024** \$2,646**Total Expenditures** \$7,566**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0006

**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 - Summer School FICA

**Account Number**

50384

**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 FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,533
<b>Budgeted Expenditures in SFY 2023</b>	\$2,659
<b>Budgeted Expenditures in SFY 2024</b>	\$2,792
<b>Total Expenditures</b>	<u>\$7,984</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0007



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III - Summer Supplies

**Account Number**

50385

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

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

Summer School Supplies

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$900**Budgeted Expenditures in SFY 2023** \$900**Budgeted Expenditures in SFY 2024** \$900**Total Expenditures** \$2,700**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0019

**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 - Certified Salary

**Account Number**

50315

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary - Cert (Reading -IHS): Due to the learning loss of Covid 19 and the increase in the number of students at risk of not graduating, we feel the need to implement more reading intervention. Students identified for strategic or intensive intervention will give up an elective in order to spend time with a reading specialist to work on specific gaps in reading proficiency.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$57,221
<b>Budgeted Expenditures in SFY 2024</b>	\$60,083
<b>Total Expenditures</b>	<u>\$117,304</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0020

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III - FICA

**Account Number**

50335

**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 (Reading IHS)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,378
<b>Budgeted Expenditures in SFY 2024</b>	\$4,597
<b>Total Expenditures</b>	<u>\$8,975</u>

**Status**

Approved

Line Item ID: 446-3-0021

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III - Fringe

**Account Number**

50330

**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**

Fringe (Reading IHS)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

Line Item ID: 446-3-0022

**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 - Certified Salary

**Account Number**

50315

**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**

Salary-Class(Reading Aide 1 IHS)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,078**Budgeted Expenditures in SFY 2024** \$17,686**Total Expenditures** \$33,764**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0023

**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 - Fringe

**Account Number**

50330

**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**

Fringe(Reading Aide 1 IHS)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0024

**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 - FICA

**Account Number**

50335

**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(Reading Aide 1 IHS)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,230**Budgeted Expenditures in SFY 2024** \$1,353**Total Expenditures** \$2,583**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0025

**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 - Classified Salary

**Account Number**

50320

**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**

Salary-Class(Reading Aide 2 IHS)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,078**Budgeted Expenditures in SFY 2024** \$17,686**Total Expenditures** \$33,764**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0026

**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 - Fringe

**Account Number**

50330

**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**

Fringe(Reading Aide 2 IHS)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0027

**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 III - FICA

**Account Number**

50335

**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(Reading Aide 2 IHS)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,230**Budgeted Expenditures in SFY 2024** \$1,353**Total Expenditures** \$2,583**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0028



**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 III - Certified Salary

**Account Number**

50315

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary-Cert (1st Grade): Our numbers in first grade are such that we cannot meet the student-teacher ratio we believe is necessary to truly address the intensive need brought on by Covid 19 and learning loss. An additional instructor would allow us to decrease the student-teacher ratio and better meet these students needs. These are our emergent readers and mathematicians and if we don't put them on the right path now we'll be playing catch up for years to come.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$53,290
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<b>Budgeted Expenditures in SFY 2024</b>	\$55,955
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<b>Total Expenditures</b>	\$109,245
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**Status**

Approved

**Line Item Comment from KSDE**

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0029

**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 III - Fringe

**Account Number**

50330

**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**

Fringe (1st Grade)

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

<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$8,242
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<b>Budgeted Expenditures in SFY 2024</b>	\$8,242
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<b>Total Expenditures</b>	\$16,484
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**Status**

Approved

Line Item ID: 446-3-0030

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III - FICA

**Account Number**

50335

**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 (1st Grade)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,077
<b>Budgeted Expenditures in SFY 2024</b>	\$4,281
<b>Total Expenditures</b>	<u>\$8,358</u>

**Status**

Approved

Line Item ID: 446-3-0031

**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 - Certified Salary

**Account Number**

50315

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary-Cert (5th Grade): Our numbers in fifth grade are such that we cannot meet the student-teacher ratio we believe is necessary to truly address the intensive need brought on by Covid 19 and learning loss. An additional instructor would allow us to decrease the student-teacher ratio and better meet these students needs. Our academic data is critically low in this grade level for reading and math.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$53,290
<b>Budgeted Expenditures in SFY 2024</b>	\$55,955
<b>Total Expenditures</b>	<u>\$109,245</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0032

**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 - Fringe

**Account Number**

50330

**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**

Fringe (5th Grade)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

Line Item ID: 446-3-0033

**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 III - FICA

**Account Number**

50335

**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 (5th Grade)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,077**Budgeted Expenditures in SFY 2024** \$4,281**Total Expenditures** \$8,358**Status**

Approved

Line Item ID: 446-3-0034

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III - Certified Salary

**Account Number**

50315

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary-Cert (English IMS): Our numbers are such in this department that we cannot meet the student-teacher ratio we feel is necessary to address learning loss related to Covid 19 as well as the directives of the Kansas Reading Initiative. The most important skill for students to master is reading as it connects to every other subject. With this additional staffing position we will be able to do more small group and 1:1 support services to address 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>	\$53,290
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$55,955
--	----------

<b>Total Expenditures</b>	\$109,245
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**Status**

Approved

**Line Item Comment from KSDE**

Please clarify how this position will address learning loss due to Covid-19.

5/9/2022 This is not allowable under the 20%.

Line Item ID: 446-3-0035

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III - Fringe

**Account Number**

50330

**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**

Fringe (English IMS)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

Line Item ID: 446-3-0036

**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 - FICA

**Account Number**

50335

**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 (English IMS)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,077**Budgeted Expenditures in SFY 2024** \$4,281**Total Expenditures** \$8,358**Status**

Approved

Line Item ID: 446-3-0037

**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 - Certified Salary

**Account Number**

50315

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Salary-Cert (English IHS): Our numbers are such in this department that we cannot meet the student-teacher ratio we feel is necessary to address learning loss related to Covid 19 as well as the directives of the Kansas Reading Initiative. The most important skill for students to master is reading as it connects to every other subject.

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

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$53,290
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$55,955
--	----------

<b>Total Expenditures</b>	<u>\$109,245</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0038

**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 - Fringe

**Account Number**

50330

**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**

Fringe (English IHS)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$8,242
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<b>Budgeted Expenditures in SFY 2024</b>	\$8,242
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<b>Total Expenditures</b>	<u>\$16,484</u>
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**Status**

Approved

Line Item ID: 446-3-0039

**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 - FICA

**Account Number**

50335

**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 (English IHS)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,077
<b>Budgeted Expenditures in SFY 2024</b>	\$4,281
<b>Total Expenditures</b>	<u>\$8,358</u>

**Status**

Approved

Line Item ID: 446-3-0040

**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 III - Classified Salary

**Account Number**

50320

**Function Code**

1000 - Instruction

**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**

Salary-Class (Custodian 1): Due to the continued need for higher sanitation procedures in each building, we feel it is necessary to add to our custodial staff as the work load has increased substantially 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>	\$21,840
<b>Budgeted Expenditures in SFY 2024</b>	\$22,932
<b>Total Expenditures</b>	<u>\$44,772</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/28 - 20% removed

4/25 - As described, this position does not meet the qualifications of an evidence based practice in order to qualify for the 20%. Below is a link to KSDE supported guidelines. Please let me know how you would like to proceed with this line item.  
[https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG\\_ZXm97c/edit](https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG_ZXm97c/edit)

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0041



**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 III - Fringe

**Account Number**

50330

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fringe (Custodian 1)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,242
<b>Budgeted Expenditures in SFY 2024</b>	\$8,242
<b>Total Expenditures</b>	<u>\$16,484</u>

**Status**

Approved

**Line Item Comment from KSDE**

5/9/2022-This is not allowable under the 20%.

Line Item ID: 446-3-0042

**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 III - FICA

**Account Number**

50335

**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**

FICA (Custodian 1)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,671
<b>Budgeted Expenditures in SFY 2024</b>	\$1,755
<b>Total Expenditures</b>	<u>\$3,426</u>

**Status**

Approved

**Line Item Comment from KSDE**

This is not allowable under the 20%

**Allocation Type**

Direct Allocation

**Is this Item 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 Salary

**Account Number**

50320

**Function Code**

1000 - Instruction

**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**

Salary-Class (Custodian 2): Due to the continued need for higher sanitation procedures in each building, we feel it is necessary to add to our custodial staff as the work load has increased substantially 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>	\$21,840
<b>Budgeted Expenditures in SFY 2024</b>	\$22,932
<b>Total Expenditures</b>	\$44,772

**Status**

Approved

**Line Item Comment from KSDE**

4/28 - 20% removed

4/25 - As described, this position does not meet the qualifications of an evidence based practice in order to qualify for the 20%. Below is a link to KSDE supported guidelines. Please let me know how you would like to proceed with this line item.  
[https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG\\_ZXm97c/edit](https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG_ZXm97c/edit)

Please clarify how this position will address 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**

ESSER III - Fringe

**Account Number**

50330

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fringe (Custodian 2)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,242
<b>Budgeted Expenditures in SFY 2024</b>	\$8,242
<b>Total Expenditures</b>	<u>\$16,484</u>

**Status**

Approved

**Line Item Comment from KSDE**

This is not allowable under the 20%.

Line Item ID: 446-3-0045

**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**

ESSER III - FICA

**Account Number**

50335

**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**

FICA (Custodian 2)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,671
<b>Budgeted Expenditures in SFY 2024</b>	\$1,755
<b>Total Expenditures</b>	<u>\$3,426</u>

**Status**

Approved

**Line Item Comment from KSDE**

This is not allowable under the 20%.

**Allocation Type**

Direct Allocation

**Is this Item 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 Salary

**Account Number**

50320

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Salary - Class (Tech): With our 1:1 initiative, which will allow us to implement some intensive reading and math intervention using evidence-based online tools throughout the school day, there will be a need to increase our staff in the technology department to service and maintain the technical issues that arise.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,960
<b>Budgeted Expenditures in SFY 2024</b>	\$26,208
<b>Total Expenditures</b>	\$51,168

**Status**

Approved

**Line Item Comment from KSDE**

4/28 - 20% removed

4/25 - As described, this position does not meet the qualifications of an evidence based practice in order to qualify for the 20%. Below is a link to KSDE supported guidelines. Please let me know how you would like to proceed with this line item.  
[https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG\\_ZXm97c/edit](https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG_ZXm97c/edit)

Please clarify how this position will address 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**

ESSER III - Fringe

**Account Number**

50330

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**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**

Fringe (Tech)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

**Line Item Comment from KSDE**

This is not allowable under the 20%.

Line Item ID: 446-3-0048

**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 - FICA

**Account Number**

50335

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**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**

FICA (Tech)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,910**Budgeted Expenditures in SFY 2024** \$2,005**Total Expenditures** \$3,915**Status**

Approved

**Line Item Comment from KSDE**

This is not allowable under the 20%.

Line Item ID: 446-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Technoloty Equip

**Account Number**

50340

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Technology (one on one): We will be purchasing Apple MacBook Air for 1:1 student use, and IMacs and MacBook Pros for teachers. The quote also includes all necessary materials for managing the devices such servers. The quote also includes training and installation support. Students currently utilize chromebooks, most of which are outdated and ready for replacement. Apple products have a better depreciation value and hold up better, which will help with a 1:1 initiative that allows them to take the devices to and from school.

We currently have ~2100 Chromebooks of different models from 4 different brands with the newest model having been released 3 years ago in 2019, and the oldest 10.

Release Date	Make	Model	Quantity
2019	HP	14A.G5	1320
2018	Lenovo	100e Gen 1	5
2017	Acer	11 N7	44
2016	HP	11 G5	511
2016	HP	11 G4 EE	31
2016	Lenovo	N22	9
2012	Samsung	XE303	157

As you can see, the newest of these devices are from 2019 (64%), and the next largest concentrations are from 2016 (25%) and 2012 (8%) with a small quantity of other models sprinkled throughout.

These devices are not assigned to individual students, they are shared and kept in the classroom. Part of our plan for moving to Apple is to provide 1 to 1 devices to students in grades 6 through 12 while refreshing a few of the existing shared Apple devices in our K-2 school building and converting our 3-5 school building to shared MacBook's.

The bulk of our request is to purchase ~1800 MacBook Airs to support 1 to 1 in grades 6-12 and convert one elementary school building from old Chromebooks that continue to fail regularly. We are also replacing staff and teacher devices so that we can get everyone on the same page and make management from the IT side more efficient and reduce repair costs.

Currently students use Apple devices in grades K-2, Chromebooks in grades 3-5, Chromebooks in classrooms and iMacs in the computer labs in grades 6-12, with the High School also having 3 newly upgraded Windows PC labs for business and industrial classes.

Our district is already significantly invested in Apple so this is not a complete replacement of all existing equipment. We have an entire building, our K-2 elementary school, already using Apple devices including iMacs, iPads, and MacBooks. Some of these devices were newly purchased this school year with the rest being from 2017 and many still working well. We've already purchased and installed new iMacs in the Middle and High School computer labs to replace Windows PCs that were 10-12 years old.

Apple devices retain a much higher value than Chromebooks. I've received trade-in quotes offering \$275-\$300 for our MacBook Airs from 2017. After 5 years most Chromebooks have no real value other than recycling, if they last that long.

By making this large one-time purchase versus updating little by little, we are able to secure a larger discount from Apple and getting us into a sustainable refresh cycle so that we can maintain this program long term to continue to provide students with reliable current technology.

Our most vulnerable populations with regard to learning loss are economically disadvantaged, African American, and ELL. This initiative will level the playing field for these populations, (64.92% is our percent of public poverty as calculated in our LCP FY22 LCP application). Many of our African American students are 2nd, 3rd, and 4th generation poverty. Many of our ELL students also fall in this category as it is low paying service industry jobs that brought them to locate in Independence. The opportunity of a 1:1 initiative allows all of these student populations to better access textbook resource apps and other programs we utilize for closing the learning gap, which are also available throughout the summer for families to use. There are also many translation apps and home language textbook resources that will be available for our ELLs. Home devices will allow our low income families better access to online enrollment and our parent portal app for tracking student grades, behavior, and attendance. Finally, seniors will be able to purchase their device (at a very low cost) when they graduate from high school, thereby setting them up for success with post secondary goals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,742,727
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,742,727</u>

<b>Status</b>
Approved

**Line Item Comment from KSDE**

4/26 - Please provide supporting data including approximately how many devices will be purchased compared to how many devices are out of date and number of students who do not have a device at all. Additional information regarding a comparison of depreciation values making Apple products superior to Chrome Books etc... would also be beneficial. Is it significantly more cost effective to purchase in bulk, both in products and possible IT labor, versus gradually replacing over time?

Please clarify what the students utilize now and the necessity to replace all equipment next year.

Line Item ID: 446-3-0050

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
ESSER III - Contract Svc JAG K	50350	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
1000 - Instruction	300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contract Svc - JAG-K IMS: JAG-K is a program that works with at risk kids throughout middle school and high school and helps connect them to jobs in careers of interest. We have more at risk kids we believe due to the isolation of covid. They need mentors--people in their corner helping them see there is a reason to "catch up" academically, and we believe JAG-K can do that. They have a track record of success and even work with kids 5 years out of high school.

The JAG-K Transition Services Career Specialist is responsible for advocating for the student, keeping track of their progress toward graduation, and providing necessary support to ensure that the student succeeds in their academic courses as well as attaining life skills and mastering core JAG career and leadership development competencies.

Student Selection. JAG research has proven the greatest impact by serving those participants that have the greatest challenges to graduation, employment and/or pursuit of a postsecondary education. An advisory committee (comprised of faculty, administrators and counselors) assists the JAG Specialist in selecting students for the Program Roster. Priority is given to students that "need, want and can profit" from the services delivered by JAG Model programs.

Classroom Instruction. A trained JAG Specialist provides individual and group instruction to 35-45 students using the competency-based JAG National Curriculum. JAG Specialists administer a pre- and post-test that provides a gain score to assess the attainment of the JAG competencies.

Adult Mentoring. The JAG Specialist provides individual attention to students focusing on reducing the number of barriers preventing him or her from receiving a high school diploma, securing employment or pursuing postsecondary education and/or training that leads to a career. Additional adult mentors are recruited to assist with barrier reduction or removal.

Leadership Development. All JAG students participate in a motivational student-led organization to build on the skills gained in the classroom and to develop leadership and teaming skills to improve employability and advancement.

Guidance and Counseling. JAG Specialists provide informal guidance to students on career and life decisions and, based on the individual needs of students, connect them to school-based or professional counseling services to address more serious barriers.

Job and Postsecondary Education Placement Services. Specialists are engaged in intensive, one-on-one employer marketing and job development activities to identify quality job placement opportunities for each graduate. Grades are assisted in the exploration of postsecondary education opportunities and navigation of the financial aid and application processes to pursue the most appropriate opportunities.

Linkages to School and Community-Based Services. JAG programs are a school based "one-stop center" for youth with barrier to success to ensure that they receive appropriate academic and social services from available resources in the school, program and community.

12-Month Follow-up Services. JAG provides 12 months of post-graduation follow-up and support services on the job and/or enrollment in a postsecondary institution.

Accountability System. Computerized tracking of participants served, services delivered and performance results (graduation rate, positive outcomes, rates, aggregate employment rate, full-time jobs rate, full-time placement rate, further education rate, wages, and return to school rate) is a critical component of every JAG program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$74,000
<b>Budgeted Expenditures in SFY 2024</b>	\$74,000
<b>Total Expenditures</b>	<u>\$148,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please describe the services to be provided and their relation to learning loss due to Covid-19  
This is not allowable under the 20%.



Line Item ID: 446-3-0051

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Contract Svc JAG K

**Account Number**

50350

**Function Code**

1000 - Instruction

**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**

Contract Svc - JAG-K IHS

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,000
<b>Budgeted Expenditures in SFY 2024</b>	\$11,000
<b>Total Expenditures</b>	\$22,000

**Status**

Approved

**Line Item Comment from KSDE**

This is not allowable under the 20%.

Line Item ID: 446-3-0052

**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 - Programs/Software

**Account Number**

50355

**Function Code**

1000 - Instruction

**Object Code**

444 - Software 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**

Programs - Lexia: This program is built around the principles of structured literacy and Scarborough's Rope. Our students reading scores went down during the pandemic, and this individualized online program personalizes a learning path for students to help identify where the gaps are and address them. It is an evidence-based program and will be used as part of an intensive effort with all students 80 minutes per week to supplement not supplant core instruction. It also allows for students to use it during our after school program and at home on weekends or during the summer.

Our most vulnerable populations that suffered the greatest learning losses are our economically disadvantaged, African Americans, and ELL students. Lexia English, Grades K-6, is designed to help Emergent Bilingual students, also known as ELLs, acquire higher language proficiency levels of English. It integrates three key areas: speaking, listening, and grammar, while emphasizing the language of content in Math, Science, Social Studies, General Knowledge, and Biographies so that students gain subject knowledge while learning to speak English. Whether in distance or classroom settings during the school year or in summer school, Lexia's online literacy programs are research-proven, adaptive blended learning solutions that accelerate reading skills development and provide teachers with data-driven action plans to help differentiate instruction for each student. They provide explicit, systematic, personalized learning on critical reading instruction and deliver real-time performance data without stopping to administer a test. Lexia Core 5 now has 20 externally reviewed research studies that show significant growth across subgroups, including economically disadvantaged students and ELs. These significant results were also demonstrated across both Black/African American and White/Caucasian students, and in both general education and special education. These improved learning outcomes are required for Federal mandates under the Every Student Succeeds Act (ESSA). This research-proven approach accelerates reading skill development, predicts students' year-end performance, and provides teachers with data-driven action plans to help differentiate instruction. Lexia is proven to improve learning outcomes required by Federal mandates under Every Student Succeeds Act (ESSA). Lexia's rigorous research portfolio of studies published over the past 15 years meets the highest levels of evidence under ESSA needed to evaluate instructional programs including 8 strong, 2 moderate, and 8 promising studies.

In an exciting partnership with Apple Schoolwork®, assignable, interactive Skill Builders enable students to highlight, draw, and type text when using iPad. With our transition to Apple products this is a partnership we'll be able to make full use of.

Lexia has over 35 years of experience in reading pedagogy and a collection of published peer reviewed research demonstrates the efficacy of Lexia's instructional approach. The content for PowerUp Literacy was informed by the underpinnings of proficient reading outlined in the Report of the National Reading Panel (2000), The Simple View of Reading model, and findings from seminal reports and research studies on comprehension, adolescent literacy, self determination theory, and game theory. Lexia also has an ongoing research partnership with the Florida Center for Reading Research (FCRR), which informed the development of both the embedded progress monitoring for both programs and Auto Placement test for PowerUp Literacy. In January 2020, PowerUp Literacy was awarded Evidence for ESSA's highest level of evidence. PowerUp Literacy is currently listed as the most effective secondary literacy intervention among programs that have an evidence base that qualifies for review. Evidence for ESSA calculates each program's effect size, which is a quantitative measure of educational effectiveness. PowerUp's effect size is .36, which is the highest of all programs evaluated. To be listed on the E-ESSA website, a program's evidence base must meet all federal standards, along with a set of additional technical criteria. PowerUp Literacy provides personalized, systematic instruction in fundamental literacy skills, with a specific focus on grammar and syntax, which can be particularly challenging for English Language Learners. PowerUp Literacy supports research-based best practices for supporting ELLs with embedded progress monitoring, extensive vocabulary instruction including academic language, and explicit instruction, as well as opportunities for peer assisted reading, writing, speaking, and listening activities. Background building and instructional videos, an opportunity to encounter texts in Listen Mode (hear them read aloud), scaffolding and spiraling content provide the instruction proven to accelerate learning. PowerUp Literacy's content is designed to be unbiased, culturally sensitive, and considerate of reader task and purpose. The program incorporates culturally responsive instructional practices such as social learning and opportunities to transfer and apply online learning to other relatable aspects of students' daily lives. Students will see themselves represented in the program design's visual presentation and content choices, including literature found in the Comprehension strand

<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>	\$65,205
<b>Total Expenditures</b>	\$65,205

**Status**

Approved

**Line Item Comment from KSDE**

4/25 - While this is an approved, evidence-based curriculum, this description indicates the program is for all students, which would be eligible for the 80%. However, it is marked as targeting the 20%. Please clarify how this curriculum will relate specifically to vulnerable populations most impacted by Covid-19 disruptions

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0053

**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**

ESSER III - Programs/Software

**Account Number**

50355

**Function Code**

1000 - Instruction

**Object Code**

444 - Software 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**

Programs - Reading Plus: This program is built around some of the principles of structured literacy. Our students reading scores went down during the pandemic, and this individualized online program for use with our middle/high school students helps to develop proficient and fluent readers. It is an evidence-based program and will be used as part of an intensive effort with all students 80 minutes per week to supplement not supplant core instruction. It also allows for students to use it during our after school program and at home on weekends or during the summer.

Reading Plus includes the InSight Assessment, an adaptive assessment that provides the teacher with a data-driven starting point for reading intervention and instruction. The generous amount of data on student performance prescribes adaptive instruction allowing opportunities for practice at the student’s level to build and strengthen skills needed for silent reading fluency, comprehension, and academic vocabulary. This data customizes a student’s experience through the program’s instructional scaffolds and assists students in developing greater independence. In addition, Reading Plus provides offers online instruction as well as printable materials for direct instruction and differentiation at the class, small group, and individual levels.

Across all grade groups, students in special education who completed at least 120 Reading Plus lessons (about 50+ hours) during the school year achieved significantly larger reading proficiency gains than students who did not engage in Reading Plus instruction. Across all grade groups, students enrolled in special education who completed more Reading Plus instruction during the school year increased their reading proficiency to a significantly greater extent than did those who completed fewer or no lessons (Figure 1). Research has shown that students who increase their reading proficiency using Reading Plus also report increased levels of reading interest and confidence. Across all grade groups, students enrolled in special education who completed more Reading Plus instruction during the school year increased their vocabulary levels to a significantly greater extent than did students who completed fewer or no lessons. Elementary and middle school students enrolled in special education who completed more Reading Plus instruction during the school year increased their comprehension-based silent reading rates to a significantly greater extent than did students who had completed few or no lessons. A comparable trend was seen in high school students enrolled in special education as well. Among students enrolled in special education, Reading Plus instruction generally had a positive effect on students’ self-reported reading interest and reading confidence (self-efficacy), as shown in Figure 5. Previous research has found that reading motivation and reading success are closely linked.

Furthermore, Reading Plus is a WIDA-certified resource<sup>1</sup> that aligns with TESOL’s “Principles for Exemplary Teaching of English Learners. Reading Plus excels in a variety of areas that support ELL students, such as: 1) presenting students with texts that match their proficiency levels; 2) following state and national standards for language development; 3) providing scaffolding

supports to aid students in their progress. Across all grade groups (elementary, middle, and high school), ELL students who engaged in Reading Plus instruction (~30 hours) were more likely to advance from below-satisfactory to satisfactory levels on their state test than their ELL and nonELL peers who did not engage in Reading Plus practice. In addition, ELL students who engaged in Reading Plus instruction were nearly as likely to advance from below to at/above satisfactory levels on their state test than their non-ELL peers who engaged in Reading Plus instruction for the same amount of time (~ 30 hours). The TESOL (Teaching English to Speakers of Other Languages) International Association provides an authoritative summary of guidelines for instruction for English Language Learners. The table below lists TESOL’s “Principles for Exemplary Teaching of English Learners”<sup>2</sup> and describes how Reading Plus aligns with these principles to meet the needs of English Language Learners.

The Reading Plus program contains an extensive library of engaging informational and literary selections that maintains the highest standards of quality, integrity, and diversity. Reading Plus content respects and reflects the experiences and cultures of all students, with special care for students whose backgrounds have historically been underrepresented. In addition to content crafted by the Reading Plus team, we partner with some of the most well-respected names in publishing to provide students with quality texts from a wide range of perspectives that reflect their reading interests. Reading Plus provides students with texts that depict a wide range of experiences and celebrate the diversity of people and cultures. Reading Plus offers texts that are “mirrors” and “windows”—an approach advocated by scholar Rudine Sims Bishop, widely regarded as the mother of multicultural literature. Through reading texts in Reading Plus, students have the opportunity to see themselves and their lives reflected in the selections they read, and gain an understanding and appreciation of experiences different from their own. Students deserve texts worth reading. Reading Plus texts reflect the diversity of ALL student readers, providing a rich and deep reading experience.

Additional study results show that students receiving free or reduced-price meals at school who engaged in Reading Plus instruction over the course of a school year significantly increased their capacity to comprehend more complex texts, developed their capacity to understand higher levels of general academic vocabulary, and improved their reading efficiency. Students who completed more Reading Plus practice achieved larger gains than their peers who engaged in little or no Reading Plus instruction. These results replicate previous studies documenting the effectiveness of using Reading Plus with lower-income students. These results also show that students who engaged in more Reading Plus instruction generally increased their reading confidence and their interest in reading.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$23,871
<b>Budgeted Expenditures in SFY 2023</b>	\$23,871
<b>Budgeted Expenditures in SFY 2024</b>	\$23,871
<b>Total Expenditures</b>	\$71,613

<b>Status</b>
Approved

**Line Item Comment from KSDE**

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative states that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0054

<b>Allocation Type</b>	<b>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</b>	
Direct Allocation	YES - this item is marked for Learning Loss Set Aside Expenditure	
<b>Account Name</b>	<b>Account Number</b>	
ESSER III - Programs/Software	50355	
<b>Function Code</b>	<b>Object Code</b>	<b>Allowable Use</b>
1000 - Instruction	444 - Software Services	

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Programs - IXL: This program addresses all of the Kansas Math standards. Our students math scores went down during the pandemic, and this individualized online program personalizes a learning path for students to help identify where the gaps are and address them. It is an evidence-based program and will be used as part of an intensive effort with all students 80 minutes per week to supplement not supplant core instruction. It also allows for students to use it during our after school program and at home on weekends or during the summer.

IXL is a personalized learning platform designed to help students build academic skills across core subjects in the Pre-K through 12th grade curriculum. One of its components, the IXL Real-Time Diagnostic, is an adaptive interim assessment that delivers accurate, up-to-the-minute insights on students' grade-level proficiency in math. Analyzing student response patterns using Item Response Theory (Lord, 1980), IXL creates personalized action plans that provide every learner with specific next steps to help them grow. In studies conducted of the real-time diagnostic, The IXL Real-Time Diagnostic maintained desirable predictive validity properties among ELL, special education, and economically disadvantaged students. There proved to be a similarly strong positive correlations among these student subgroups for both math ( $r = [.83 - .84]$ ) and ELA ( $r = [.74 - .78]$ ).

Additionally, the study looked at the IXL Diagnostic's validity properties among English language learners (ELL), special education students, and economically disadvantaged students. The study found strong positive correlations in all subgroups: for ELL,  $r = .84, p < .001$ ; for special education students,  $r = .83, p < .001$ ; and for economically disadvantaged students,  $r = .84, p < .001$ .

In summary, the IXL Real-Time Diagnostic demonstrated desirable predictive validity properties as a predictor of subsequent performance. Importantly, predictive validity coefficients were reasonably high across ELL, special education, and economically disadvantaged students, supporting the use of IXL's Real-Time Diagnostic assessments with these student subgroups. These findings provide further evidence to support the use of IXL and its Real-Time Diagnostic assessment to keep students on track to perform well both in the classroom and on interim or state assessments.

<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>	\$30,660
<b>Total Expenditures</b>	\$30,660

**Status**

Approved

**Line Item Comment from KSDE**

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative states that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0055

**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**

**Account Number**

**Function Code**

1000 - Instruction

**Object Code**

444 - Software 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**

Programs - Istation: This program addresses all of the Kansas standards. Our students math scores went down during the pandemic, and this individualized online program personalizes a learning path for our most emergent mathematicians (Kindergarten and 1st Grade) students to help identify where the gaps are and address them. It is an evidence-based program and will be used as part of an intensive effort with all students 80 minutes per week to supplement not supplant core instruction. It also allows for students to use it during our after school program and at home on weekends or during the summer.

Research shows that high-dosage tutoring supports learning gains and helps students get back to grade-level learning in an accelerated manner. Supporting educators is more important than ever, as they work to close learning gaps due to school disruptions. The Annenberg Institute at Brown University published a recent study that shows strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students. On average, it increased achievement by an additional 3 to 15 months of learning across grade levels. Istation supports the instructional strategies of tutors by offering high-quality materials to make teacher's lives easier. With Istation, schools and districts get: 1) formative assessment data that identifies students' skill levels and creates groups based on ability; 2) progress monitoring tools that check whether instruction strategies are effective; 3) targeted, interactive instruction that coordinates with classroom instruction; 4) customizable teacher-directed lessons that support small-group interventions; and 4) professional services, including program-design support, data analysis, and ongoing coaching and support for tutors.

Istation makes English reading comprehensible using sheltered instructional techniques, focuses on the academic vocabulary that K-8 students are expected to know, and provides practice with these key words across tightly leveled, decodable readers and other passages and books. In essence the Istation Reading Curriculum teaches students to understand and read English, thus paving the way for increased achievement as they read to learn throughout their years of schooling and beyond. Istation Reading focuses on the 5 key reading areas of Phonemic Awareness, Phonics, Vocabulary, Comprehension and Fluency. Sensory supports are systematically presented throughout the program. New vocabulary is always supported by animations and illustrations. Graphic organizers and other scaffolds are used to assist comprehension.

In studies conducted by Istation regarding learning loss related to the pandemic, students lose their math ability more rapidly than reading, and these losses are greater for students in higher grades. Shafer (2016) found that students from all socioeconomic backgrounds forget more of what they learned in math over the summer than the amount they lose in reading skills. Learning losses varied by grade and by percentage of students receiving free or reduced priced lunch (FRPL) at the school level, and typically, students enrolled in high- or mid-high poverty schools had learning losses that were lower than, or similar to, students enrolled in other types of schools. Students in higher-poverty schools typically have lower growth trajectories than other students, and their learning losses were lower as well. Studies show that students from higher-poverty schools (based on free or reduced-price lunch (FRPL) participation rates) tend to have lower achievement scores than students enrolled in lower-poverty schools (Lewis et al., 2019; Locke et al., 2021). Istation's study results also suggest that students will need additional on-grade and off-grade instruction, with more time and attention paid to each student's learning progress, more studying time, and an increase in school activities over the summer to catch up to the typical grade level curriculum.

In another study across two cohorts, Istation students averaged a statistically significant nearly one point advantage in MAP score gain over comparison students. Cohort 1 showed a significantly greater MAP gain of 2.5 points relative to comparison students, whereas Cohort 2 did not differ from the comparison group. Additionally, students, schools that met Istation's recommended usage guidelines for instruction consistently outperformed comparison students in terms of MAP gains. Since comparison students were very similar to district Istation students in terms of demographics and prior achievement, and the sample size used was sufficiently large, the results of these analyses support the conclusion that Istation usage is related to larger achievement gains, in relation to non-Istation users. Further, the results of this study meet the criteria for WWC Standards with Reservations, as well as those for "Moderate" evidence of the efficacy of Istation in improving student performance per the Every Student Succeeds Act (ESSA). (population of study: % Black 53.88, % White 39.16, % Hispanic 4.69 % Other Race 4.69 % Female 53.40, % Economically disadvantaged 60.68, % Students with Disabilities/SPED 12.14, % ELs 5.34)

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

<b>Budgeted Expenditures in SFY 2024</b>	\$19,251
<b>Total Expenditures</b>	\$19,251

**Status**

Approved

**Line Item Comment from KSDE**

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative states that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0056



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Programs/Software

**Account Number**

50355

**Function Code**

1000 - Instruction

**Object Code**

444 - Software 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**

Programs - Xello - Coming back from Covid-19 many of our students seem lost or directionless. They also appear to have much less motivation. Xello allows us to get students excited about career choices that match their career inventory. And it provides the resources for them to explore those career choices, build an individual plan of study, and other critical documents such as letters of reference and a resume.

Xello showcases all these different opportunities, schools, and occupations and it really gives information about all of it in a student-friendly way. It provides a college and career readiness solution that houses student information in one centralized place, and it aligns perfectly with the Kansas CAN Competency Framework. Some high school students struggle to define what success means to them, especially those from low socioeconomic backgrounds. Xello's assessments, lessons, and tools also allow students to identify careers of interest, explore clusters, and create postsecondary plans for success. Students continue to develop their unique electronic portfolio from K-12 while using Xello's Course Planner to select courses based on their interests and postsecondary goals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,695
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,695
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,695
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<b>Total Expenditures</b>	<u>\$11,085</u>
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**Status**

Approved

**Line Item Comment from KSDE**

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative seems to indicate that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Programs/Software

**Account Number**

50355

**Function Code**

1000 - Instruction

**Object Code**

444 - Software 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**

Programs - STAR Enterprise - this screener allows us to get a snapshot of where students are at Fall, Winter, and Spring with regard to reading and math skills. It predicts state assessment performance and directly identifies skills students need to work on to improve. Teachers can create individual instructional plans for students based on this data. Again, due to Covid-19, this is more important than ever to identify where the learning loss impacted a student the most and then implement interventions for improvement.

The proportions of children in programs identified as struggling learners through universal screening have important implications for the way programs might allocate resources and staff implementing tiered models of intervention. In a study, participants were 659 children participating in the Center for Response to Intervention in Early Childhood (CRTIEC) Tier 1 Study. Results indicated that the proportions of children at Tier 2 and Tier 3 performance levels were higher for children in low-income eligibility programs and varied by program-level characteristics including numbers of English language learners and children with special needs, as well as the universal screening measure used. Implications of these findings suggest the importance of increased focus on early literacy and language in Tier 1 instruction in programs serving high proportions of children at risk as a means of preventing reading failure in future years. Another study revealed that secondary English language learners who learned English using STAR products had higher language and reading comprehension scores than English language learners who used only basal readers.

Study: Sample included a total of 1,077 students with complete assessment information. Of the participants, 514 (48%) were female and 563 (52%) were male. Slightly more than half of the students (53%) were African-American; Caucasian students were the second largest group (23%), and Hispanic students were the third largest group (19%); and, there were 29 (3%) Asian and 18 (2%) multi-racial students in the sample. A total of 580 (54%) were eligible for free or reduced price lunch program. Statistically similar distributions were evident across grades for gender ( $\chi^2 = 0.45$ ,  $df = 2$ ,  $p > .05$ ), ethnicity ( $\chi^2 = 12.00$ ,  $df = 8$ ,  $p > .05$ ), and free lunch status ( $\chi^2 = 2.98$ ,  $df = 2$ ,  $p > .05$ ). The purpose of the current study was to examine levels of performance on and relationships between performance on two progress monitoring measures and a statewide end-of-grade achievement test. Findings indicated that STAR is a good predictor of end-of-grade achievement. Each year millions of students are at risk for serious and continued failure in school and many fail to make acceptable progress, especially when compared to their peers across different demographic groups (National Center for Education Statistics). This study found that progress monitoring measures administered during the school year predicted end-of-year performances very well. The best predictor of achievement in elementary school is prior performance in elementary school (Roehrig et al., 2008; Schilling et al., 2007; Wanzek et al., 2010); and, the best predictor of performance in middle school is performance in elementary school (Fang, 2010). Gaps on two formative measures of achievement for students from Asian and Caucasian ethnic backgrounds and their peers from Hispanic and African American ethnic backgrounds were also evident in summative end-of-grade achievement scores for these students. The implications for improving practice are clear: Continued use of progress monitoring measures such as STAR are powerful tools in efforts to identify students needing assistance to persist and affect high stakes assessments.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$36,491
<b>Budgeted Expenditures in SFY 2023</b>	\$40,194
<b>Budgeted Expenditures in SFY 2024</b>	\$44,213
<b>Total Expenditures</b>	<hr/> <b>\$120,898</b>

**Status**

Approved

**Line Item Comment from KSDE**

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc..) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0058

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Programs/Software

**Account Number**

50355

**Function Code**

1000 - Instruction

**Object Code**

444 - Software 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**

Programs - DIBELS - This program allows us to identify a path for our most at-risk readers. It identifies which students need strategic or intensive interventions and this informs our Tiered intervention supports. With Covid-19 it is critical that we identify where the gaps are and implement the most appropriate interventions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,121
<b>Budgeted Expenditures in SFY 2023</b>	\$1,121
<b>Budgeted Expenditures in SFY 2024</b>	\$1,121
<b>Total Expenditures</b>	\$3,363

**Status**

Approved

**Line Item Comment from KSDE**

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0059

**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 III - Programs/Software

**Account Number**

50355

**Function Code**

1000 - Instruction

**Object Code**

444 - Software 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**

Programs - Second Step: Decades of research show the positive effects of universal, classroom-based SEL programs for children. There’s also broad recognition that benefits are even greater when children experience SEL throughout their day, across home, school, and out-of-school time environments, and throughout developmental stages. When implemented holistically, with a coordinated, community-wide approach, SEL can build stronger communities and support inclusive, equitable learning. Committee for Children’s research-based Second Step programs give teachers an easy-to-implement, engaging way to teach social-emotional skills and concepts. Second Step programs are designed to help children thrive and be more successful in school—ultimately setting them up to be thoughtful and productive adults. Social-emotional learning isn’t just a feel-good activity. It’s not psychotherapy or an attempt to parent kids. Nor is it a substitute for core academic subjects such as math, science, or literacy. Instead, SEL concepts provide an extra dimension to education (especially needed due to the effects of Covid 19), focusing on improving cooperation, communication, and decision-making (skills that have been negatively impacted by Covid 19). In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives students a framework for developing these skills.

Second Step Middle School helps students in early adolescence cope with challenges, create and maintain positive relationships, and succeed both socially and academically. The engaging lessons equip students with the mindsets, knowledge, and skills they need to handle strong emotions, make and follow through on good decisions, and create strong friendships while avoiding or de-escalating peer conflicts.

Second Step is committed to addressing racial injustice and helping drive real change in school communities. These resources help to implement social-emotional learning (SEL) in a way that builds on students’ cultural assets, critically examines systems of power, and develops better ways of teaching, learning, and being. The Collaborative for Academic, Social, and Emotional Learning (CASEL) calls this transformative SEL. Engaging in this form of SEL is challenging—it pushes participants to question long-standing beliefs, assumptions, and policies—but it is necessary to move toward a more just and equitable future.

For our most marginalized students impacted by learning loss due to the pandemic (low socio-economic, African American, and ELL students) helping them develop a growth mindset can have a strong impact on future success. John Hattie's research attached high effect sizes to this (attitude .35, grit .25, mindfulness .29, positive self concept .41, self efficacy .92). A mindset is a person’s beliefs about whether his or her abilities or characteristics are fixed, set, and unchangeable (fixed mindset), or malleable and capable of changing over time depending on circumstances and effort (growth mindset). Research on mindsets has focused on the effects of having a fixed (or entity) versus a growth (or incremental) mindset (Yeager et al., 2013). A growth mindset has been shown to create an internal “psychological world” that promotes resilience (Yeager & Dweck, 2012). Second Step targets growth mindset in two areas: intelligence (or the ability to do well in school) and personality. Interventions to promote a growth mindset about intelligence and academic achievement have been shown to improve grades overall and increase the percentage of at-risk students who pass their classes (Dweck et al., 2011). Second Step content targeting intelligence growth mindset is based closely on an intervention developed at Stanford University that was shown to be effective (Miu & Yeager, 2015). When students believe their intelligence and ability to do well in school are malleable and can grow and change based on experience and effort, their school-related behavior improves. Having a growth mindset about intelligence can improve students’ academic goals (they believe they can learn instead of thinking they’re unintelligent), attitudes toward effort in school (they believe trying hard creates success instead of believing they’re incapable), and responses to setbacks and difficulties (they try new strategies and work harder instead of giving up) (Yeager & Dweck, 2012).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,749
<b>Budgeted Expenditures in SFY 2023</b>	\$2,749
<b>Budgeted Expenditures in SFY 2024</b>	\$2,749
<b>Total Expenditures</b>	<u>\$8,247</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Programs/Software

**Account Number**

50355

**Function Code**

1000 - Instruction

**Object Code**

444 - Software 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**

Programs - Edgenuity: A small population of our students have been unable to return to in-person instruction as it existed prior to Covid 19. And some of our high school students are more in danger of not getting the credits they need to graduate. Edgenuity is an individualized online program we will utilize in our alternative school, credit recovery, and 6th-12th grade summer school to meet the learning loss needs of this population of at risk students.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$29,583

**Budgeted Expenditures in SFY 2023** \$32,541

**Budgeted Expenditures in SFY 2024** \$35,796

**Total Expenditures** \$97,920

**Status**

Approved

**Line Item Comment from KSDE**

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Programs/Software

**Account Number**

50355

**Function Code**

1000 - Instruction

**Object Code**

444 - Software 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**

TeamMates Mentor Program: Covid 19 created a population of students yearning for someone to connect to. TeamMates, founded by Dr. Tom Osborne, is a school-based mentoring program designed to positively impact students by inspiring them through mentorship to reach their full potential. Mentors receive considerable training and support throughout the mentor-student relationship. Students can be recommended for this program or nominate themselves for participation. Our number one priority in Independence Public Schools is the social, emotional, character, and academic development of Independence students. The mission of the TeamMates Mentoring Program aligns with our district mission to prepare all students to succeed and compete in a diverse society and supports a core belief that complete learning is a collaborative effort of home, school, and community.

Now more than ever our youth need our support. TeamMates is a school-based, strength-based, one-to-one program serving students in 3rd through 12th grade. Mentees are in the driver's seat when our matches meet in school, one time per week. And it doesn't stop there. TeamMates, a post-secondary program, is also strengths-based and one-to-one. TeamMates matches either meet virtually or in a safe public place, one time per month. For our most marginalized populations (economically disadvantaged, African Americans, and ELL students), graduating from high school and collegiate scholarships provide an invaluable avenue to post-secondary success. Despite Covid-19, TeamMates graduated its second largest class of high school students in May, with 702 graduating seniors and its highest senior mentee graduation rate of 98%. Since its inception in 1991 TeamMates expanded across the state of Nebraska. In recent years we have expanded into Iowa, Kansas, South Dakota and Wyoming, and now serve more than 10,000 students annually in 180 school districts. Providing unconditional support, affirmation and a reliable safe adult friend, for any student (3rd-12th grade) that has requested or is nominated, has resulted in 85% of our mentees expressing HOPE for the future. Since TeamMates began in 1991, it has mentored more than 43,000 young people in a safe, school based, environment. Data consistently records improved academic performance, better attendance and behavior and with a high rate of post-secondary education plans. High school graduation rates have been 95% or better in recent years. Combined with post-secondary partners, TeamMates annually provides more than \$3 million in college scholarships for graduates.

<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**

Approved

**Line Item Comment from KSDE**

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0062

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Certified Salary

**Account Number**

50315

**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**

Tutoring - Salary: Due to Covid 19 and the learning loss experienced by a large part of our population, we want to expand the opportunities for academic tutoring. We would hire high quality experienced personnel (teachers) to provide these services.

High-dosage tutoring is delivered frequently over time to accelerate learning. This tutoring model occurs one on one or in small groups of three or four to provide intentional and additional time to focus on building prerequisite knowledge while working on grade-level materials. Research has shown that tutoring can support learning gains and help students get back to grade-level learning in an accelerated manner, which is necessary for our most marginalized students suffering learning loss due to the pandemic (low socio-economic, African American, and ELL). The research recommends the following keys to successful tutoring programs: 1) three or more sessions per week (30-60 minutes per session) during the school day or immediately after school; 2) Elementary students may benefit from shorter, more frequent sessions (e.g., 20 minutes, five time per week) duration of at least 10 weeks one-on-one or small groups of three or four students consistency and building a relationship between tutor and students; 3) high-quality instructional materials aligned with classroom learning.

Required and elective tutoring opportunities facilitated by qualified tutors will be provided before and after school 3rd-12th grades in order to help students with learning gaps exacerbated by the pandemic. When it comes to combating learning loss, high-dosage tutoring is emerging as an effective approach. Research by the University of Chicago recognized High Dosage Tutoring as "highly effective" and found evidence that the method can double or triple the amount of math that students learn in a single school year. Plus, according to EdWeek, schools and districts are spending 62% more on educational technology to help bridge the learning gaps. The primary difference between high-dosage tutoring and regular tutoring is that high-dosage is far more structured and more frequent — 3+ times a week — and is done one-on-one or in a small group of 3 to 4 students. High-dosage tutoring should be taught by a qualified tutor, driven by formative assessment data, using high-quality instructional materials. One of the biggest differences between High Dosage Tutoring models and traditional tutoring models is that the goal is to accelerate student outcomes in high-dosage tutoring, not to remediate the learning like traditional tutoring models. Remedial education is expensive, and the means for identifying students in need of remediation are too varied among contexts. As education researchers analyze the impact of the COVID- 19 pandemic on learning progress in the United States, it is important to consider effective strategies to facilitate student mastery of essential skills that involve critical thinking, problem-solving, collaboration, and metacognition.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,600
<b>Budgeted Expenditures in SFY 2024</b>	\$19,600
<b>Total Expenditures</b>	<u>\$39,200</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please clarify how this position will address learning loss 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**

ESSER III - FICA

**Account Number**

50335

**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**

Tutoring - FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,500**Budgeted Expenditures in SFY 2024** \$1,500**Total Expenditures** \$3,000**Status**

Approved

Line Item ID: 446-3-0065



**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 III - Kids Crew Salary

**Account Number**

50325

**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**

Kids Crew Salary: With the learning loss we're dealing with due to Covid-19, our afterschool academic and social emotional student program is more important than ever. Students receive direct instruction in social emotional and character development through Second Step curriculum, they have time to work on homework with teachers who can provide appropriate support, they have time to utilize the district's online individualized programs for reading and math support, and they have time to interact with other students--something very valuable after the isolation of the shut down. With the increased population of students we have utilizing this program currently, more staffing is needed.

Currently all students qualifying for Free and Reduced lunches can attend Kids Crew for free, so this targets the population of students most affected by learning loss due to the pandemic. 70% of our K-2nd students qualify as free/reduced, 68% of our 3rd-5th students qualify as free/reduced, and 61% of our 6th-8th students qualify as free/reduced.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$67,229
<b>Budgeted Expenditures in SFY 2024</b>	\$67,229
<b>Total Expenditures</b>	<u>\$134,458</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0066

**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 III - FICA

**Account Number**

50335

**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**

FICA (Kids Crew)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,144
<b>Budgeted Expenditures in SFY 2024</b>	\$5,144
<b>Total Expenditures</b>	<u>\$10,288</u>

**Status**

Approved

Line Item ID: 446-3-0067

**Allocation Type**

Direct Allocation

**Is this 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 - Comm In Schools

**Account Number**

50365

**Function Code**

1000 - Instruction

**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 (IMS): This evidence-based model connects students to caring adults and community resources to transform how they see and experience the world around them. By surrounding them with a network of trust they can turn to no matter where they are in their journey, CIS empower students to confront and overcome personal challenges and structural barriers—so they can take charge of the future they want for themselves, their communities and each other. With the challenges of Covid-19, programs such as these are more important than ever.

Communities In Schools believes that transformative relationships are key to unlocking a student's potential. We will succeed by including in our strategies, ingraining in our culture, and reflecting in our behaviors, principles and practices of diversity, equity, and inclusion. As a result, we break down immediate and systemic barriers to create and sustain equitable outcomes. Many of our students are facing multiple issues, which were exacerbated by the pandemic: 1) Poverty; 2) Systemic racism; 3) Lack of access to resources; and 4) Emotional trauma.

2020-21 National CIS Data: 1.61M students were reached with CIS supports and resources; 93% of CIS seniors graduated or received a GED; 99% of CIS students remained in school through the end of the 2020-21 school year; 96% of CIS K-11 students were promoted to the next grade; 86% of CIS students met or made progress toward at least one of their academic goals; and 74% of students met or made progress toward at least one of their attendance goals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$30,000

**Status**

Approved

**Line Item Comment from KSDE**

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

**Allocation Type**

Direct Allocation

**Is this 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 - Comm In Schools

**Account Number**

50365

**Function Code**

1000 - Instruction

**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 (IHS): Communities In Schools (IMS): This evidence-based model connects students to caring adults and community resources to transform how they see and experience the world around them. By surrounding them with a network of trust they can turn to no matter where they are in their journey, CIS empower students to confront and overcome personal challenges and structural barriers—so they can take charge of the future they want for themselves, their communities and each other. With the challenges of Covid-19, programs such as these are more important than ever.

Communities In Schools believes that transformative relationships are key to unlocking a student's potential. We will succeed by including in our strategies, ingraining in our culture, and reflecting in our behaviors, principles and practices of diversity, equity, and inclusion. As a result, we break down immediate and systemic barriers to create and sustain equitable outcomes. Many of our students are facing multiple issues, which were exacerbated by the pandemic: 1) Poverty; 2) Systemic racism; 3) Lack of access to resources; and 4) Emotional trauma.

2020-21 National CIS Data: 1.61M students were reached with CIS supports and resources; 93% of CIS seniors graduated or received a GED; 99% of CIS students remained in school through the end of the 2020-21 school year; 96% of CIS K-11 students were promoted to the next grade; 86% of CIS students met or made progress toward at least one of their academic goals; and 74% of students met or made progress toward at least one of their attendance goals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$30,000

**Status**

Approved

**Line Item Comment from KSDE**

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.



# ESSER III APPLICATION FOR D0497

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.

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Lawrence	110 McDonald Drive, Lawrence, KS 660441063	110 McDonald Drive, Lawrence, KS 660441063
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Anthony Lewis	Anthony.Lewis@usd497.org	(785) 832-5000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Cynde Frick	Board Treasurer/Executive Director Finance	cynde.frick@usd497.org	(785) 330-2376

### Other District Representative 1 - Name

Kevin.Etzel@usd497.org

### Other District Representative 1 - E-mail Address

kevin.etzel@usd497.org

### Other District Representative 2 - Name

Kevin.Etzel@usd497.org

### Other District Representative 2 - E-mail Address

Kevin.Etzel@usd497.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.usd497.org/covid19>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

The district continues to follow CDC guidance on reopening schools, using ESSER III funds to support smaller class sizes, continued use of PPE and sanitization of all areas is a high priority. An air quality study was done for all district buildings and a plan developed for improvements in this area to be done with ESSER III funding.

## 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 invited secondary students to participate in a ThoughtExchange to provide their thoughts and rate others to identify student priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 393 or 17% were students. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites student feedback through school culture and climate surveys, public forums, the Superintendent's Student Advisory Council, school student organizations, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

## **Families**

The district invited all parents and guardians to participate in a ThoughtExchange to provide their thoughts and rate others to identify parent/guardians' priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites parent/guardian feedback through school culture and climate surveys, public forums, school parent organizations, site councils, and school and district parent advisory committees; K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

## **School and District Administrators including Special Education Administration**

The district invited all school and district administrators to participate in a ThoughtExchange to provide their thoughts and rate others to identify their priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 16 or 1% were school or district administrators. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district invited each building administrator to work with their school staff to identify needs and submit requests for ESSER III funding. School and district administrators serve on the district's Budget and Program Evaluation Committee.

The district regularly invites school and district administrator feedback through surveys, public forums, administrative meetings, district advisory committees; and one-to-one meeting with the superintendent.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The district invited all teachers and staff, including members of the Lawrence Education Association (certified staff union) and Personnel Association of Lawrence (classified staff union) to participate in a ThoughtExchange to provide their thoughts and rate others to identify their priorities.

The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 14% or 331 were certified staff and 7% or 169 were classified staff. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district invited each building administrator to work with their school staff to identify needs and submit requests for ESSER III funding. Certified and classified staff representatives serve on the district's Budget and Program Evaluation Committee.

The district regularly invites staff feedback through school culture and climate surveys, public forums, district advisory committees, contract negotiations with the certified and classified staff unions, one-on-one meetings with certified and classified union presidents, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

## **Tribes**

There are no federally recognized tribes located in Lawrence USD 497. As part of its outreach for input, the district shared a link to an online ThoughtExchange with its Native American Student Services Parent Advisory Committee and with the leadership of Haskell Indian Nations University.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 60% identified themselves as parents, 17% as students, 14% as certified staff, 7% as classified staff, 1% as school or district administration, and 1% as community members. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites feedback from members of the Native American community through school culture and climate surveys, public forums, the Native American Student Services Parent Advisory Committee and other district advisory committees, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

## **Civil Rights Organization including Disability Rights Organizations**



As part of its outreach for input, the district shared a link to an online ThoughtExchange with members of the Lawrence Special Education Advisory Council and the leadership of the Lawrence Branch of the NAACP.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 60% identified themselves as parents, 17% as students, 14% as certified staff, 7% as classified staff, 1% as school or district administration, and 1% as community members. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites feedback from members of disability and civil rights organizations through school culture and climate surveys, public forums, the Lawrence Special Education Advisory Council, District Equity Council, Parents of Color, Native American Parent Advisory Committee, and other district advisory committees; K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

### **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**

As part of its outreach for input, the district shared a link to an online ThoughtExchange with all parents and guardians, all staff, secondary students, and the public. The district translated this communication into Arabic, Spanish, Korean, and Chinese.

The district's outreach included members of the Lawrence Special Education Advisory Council, Equity Advisory Council, Parents of Color, Native American Student Services Parent Advisory Committee, and parents and guardians of students identified as homeless, in foster care, migratory, incarcerated, and underserved.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites feedback from stakeholders representing underserved groups through school culture and climate surveys, public forums, the Lawrence Special Education Advisory Council, District Equity Council, Parents of Color, Native American Parent Advisory Committee, and other district advisory committees; K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

### **Provide the public the opportunity to provide input and take such input into account**

The district invited all parents and guardians, secondary students, school and district administration, certified and classified staff, and the public to participate in a ThoughtExchange to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites feedback from the public through surveys, district advisory committees, public forums, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

## **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 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. COVID-19 had a financial impact on the school district due to a significant decrease in enrollment of 647.9 FTE in 2020-2021 and the students have not returned to the school district in 2021-2022.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The District's proposed use of funds that will include the following activities using evidence-based interventions and multi-tiered supports academically, socially and emotionally. Data is made easily assessable to teachers in order to provide those direct supports and personalized learning opportunities, each student needs; Smaller class sizes; summer school and extended learning at all levels; After school programs for MATH/SEL/STEAM; Tutoring and Credit Recovery opportunities; Academic Interventionists providing supports to both teachers and students; Social and Emotional Student Support facilitators; Retention Incentive Plan for staff, in order to maintain qualified staff. Research shows that retention of staff plays an important role in student success;

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The remaining funds will be used to address air quality and filtration through out the districts school sites. A study was done and systems were evaluated, and a plan developed for making the necessary improvements to ensure the buildings are providing a safe and clean environment for students and staff.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The district is using various pre/post assessments, district common assessments, AimsWebPlus and grades, for social and emotional learning, discipline data, Student Risk Screening Sale - internalizing and externalizing (SRSS-IE) and attendance. Staff continually look at the data across all demographics including lunch status, race/ethnicity, SPED and ELL status to ensure the interventions being implemented are making a difference and if they are not, there is collaboration and alternate interventions implemented.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$13,573,376	\$0	\$13,573,376	ESSER III Allocations	\$2,714,676
Approved Total	\$13,074,416	\$0	\$13,074,416	Approved Total	\$3,145,329
Amount Left	\$498,960	\$0	\$498,960	Amount Still Needed	\$0
In Review Total	\$498,960	\$0	\$498,960	In Review Total	\$20,000
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
497-3-0089	Direct	False	1000	659	10	\$272,260	Secondary Review
497-3-0090	Direct	False	2240	653	1A	\$158,700	Secondary Review
497-3-0091	Direct	False	2240	320	1A	\$18,000	Secondary Review
497-3-0092	Direct	False	2500	653	16	\$30,000	Secondary Review
497-3-0093	Direct	True	1000	610	12	\$20,000	Secondary Review
497-3-0001	Direct	False	4700	120	16	\$28,793	Approved
497-3-0002	Direct	False	4700	220	16	\$2,203	Approved
497-3-0003	Direct	False	4700	290	16	\$171	Approved
497-3-0004	Direct	False	2500	110	16	\$5,758	Approved
497-3-0005	Direct	False	2500	120	16	\$141,088	Approved
497-3-0006	Direct	False	2500	220	16	\$11,234	Approved
497-3-0007	Direct	False	2500	290	16	\$873	Approved
497-3-0008	Direct	False	3100	120	16	\$155,485	Approved
497-3-0009	Direct	False	3100	220	16	\$11,895	Approved
497-3-0010	Direct	False	3100	290	16	\$924	Approved
497-3-0011	Direct	False	2300	110	16	\$2,880	Approved
497-3-0012	Direct	False	2300	120	16	\$11,517	Approved
497-3-0013	Direct	False	2300	220	16	\$923	Approved
497-3-0014	Direct	False	2300	290	16	\$85	Approved
497-3-0015	Direct	False	1000	110	16	\$2,145,119	Approved
497-3-0016	Direct	False	1000	120	16	\$619,060	Approved
497-3-0017	Direct	False	1000	220	16	\$211,480	Approved
497-3-0018	Direct	False	1000	290	16	\$16,423	Approved
497-3-0019	Direct	False	2200	110	16	\$167,002	Approved
497-3-0020	Direct	False	2200	120	16	\$89,260	Approved
497-3-0021	Direct	False	2200	220	16	\$19,604	Approved
497-3-0022	Direct	False	2200	290	16	\$1,523	Approved
497-3-0023	Direct	False	2600	120	16	\$221,710	Approved
497-3-0024	Direct	False	2600	220	16	\$16,960	Approved
497-3-0025	Direct	False	2600	290	16	\$1,317	Approved

497-3-0026	Direct	False	2400	110	16	\$89,260	Approved
497-3-0027	Direct	False	2400	120	16	\$143,968	Approved
497-3-0028	Direct	False	2400	220	16	\$17,842	Approved
497-3-0029	Direct	False	2400	290	16	\$1,386	Approved
497-3-0030	Direct	False	2100	110	16	\$299,452	Approved
497-3-0031	Direct	False	2100	120	16	\$95,018	Approved
497-3-0032	Direct	False	2100	220	16	\$30,180	Approved
497-3-0033	Direct	False	2100	290	16	\$2,344	Approved
497-3-0034	Direct	True	1000	110	12	\$86,963	Approved
497-3-0035	Direct	True	1000	220	12	\$6,654	Approved
497-3-0036	Direct	True	1000	290	12	\$2,097	Approved
497-3-0037	Direct	True	1000	280	12	\$12,339	Approved
497-3-0038	Direct	True	1000	110	12	\$324,406	Approved
497-3-0039	Direct	True	1000	220	12	\$24,790	Approved
497-3-0040	Direct	True	1000	290	12	\$7,345	Approved
497-3-0041	Direct	True	1000	280	12	\$42,306	Approved
497-3-0046	Direct	True	1000	110	12	\$685,100	Approved
497-3-0047	Direct	True	1000	220	12	\$52,416	Approved
497-3-0048	Direct	True	1000	290	12	\$15,821	Approved
497-3-0049	Direct	True	1000	280	12	\$91,663	Approved
497-3-0050	Direct	True	1000	110	12	\$210,800	Approved
497-3-0051	Direct	True	1000	220	12	\$16,128	Approved
497-3-0052	Direct	True	1000	290	12	\$4,868	Approved
497-3-0053	Direct	True	1000	280	12	\$28,204	Approved
497-3-0054	Direct	True	1000	110	12	\$158,100	Approved
497-3-0055	Direct	True	1000	220	12	\$12,096	Approved
497-3-0056	Direct	True	1000	290	12	\$3,651	Approved
497-3-0057	Direct	True	1000	280	12	\$21,153	Approved
497-3-0058	Direct	True	1000	110	12	\$52,700	Approved
497-3-0059	Direct	True	1000	220	12	\$4,032	Approved
497-3-0060	Direct	True	1000	290	12	\$1,217	Approved
497-3-0061	Direct	True	1000	280	12	\$7,051	Approved
497-3-0062	Direct	True	2100	110	12	\$158,100	Approved
497-3-0063	Direct	True	2100	220	12	\$12,096	Approved
497-3-0064	Direct	True	2100	290	12	\$3,651	Approved
497-3-0065	Direct	True	2100	280	12	\$21,153	Approved
497-3-0066	Direct	True	2200	110	12	\$158,100	Approved
497-3-0067	Direct	True	2200	220	12	\$12,096	Approved
497-3-0068	Direct	True	2200	290	12	\$3,651	Approved
497-3-0069	Direct	True	2200	280	12	\$21,153	Approved
497-3-0070	Direct	True	2213	110	12	\$233,102	Approved
497-3-0071	Direct	True	2213	220	12	\$17,832	Approved

497-3-0072	Direct	True	2213	290	12	\$1,397	Approved
497-3-0073	Direct	False	1000	110	16	\$474,300	Approved
497-3-0074	Direct	False	1000	120	16	\$184,815	Approved
497-3-0075	Direct	False	1000	220	16	\$50,427	Approved
497-3-0076	Direct	False	1000	290	16	\$18,540	Approved
497-3-0077	Direct	False	1000	290	16	\$126,918	Approved
497-3-0078	Direct	False	1000	610	16	\$10,000	Approved
497-3-0079	Direct	False	1000	730	16	\$45,000	Approved
497-3-0080	Direct	False	1000	733	16	\$45,000	Approved
497-3-0081	Direct	False	1000	530	9	\$51,750	Approved
497-3-0082	Direct	False	2590	444	3	\$192,000	Approved
497-3-0083	Direct	False	2600	350	14	\$71,500	Approved
497-3-0084	Direct	False	2600	344	14	\$206,800	Approved
497-3-0085	Direct	False	2600	430	14	\$3,889,300	Approved
497-3-0086	Direct	True	1000	110	12	\$579,999	Approved
497-3-0087	Direct	True	1000	220	12	\$44,340	Approved
497-3-0088	Direct	True	1000	290	12	\$6,759	Approved

## Line Item Details

Line Item ID: 497-3-0089

**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**

ESSERIII Instruction

**Account Number**

6122IN1300

**Function Code**

1000 - Instruction

**Object Code**

659 - Other

**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 social emotional curriculum for grades K-12 to support student's social emotional health.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$272,260

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$272,260

**Status**

Secondary Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 497-3-0090

**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**

ESSERIII Academic Assessment

**Account Number**

6122AS0000

**Function Code**

2240 -

**Object Code**

653 - Software

**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**

Panorama family engagement survey to provide feedback for program development. Three year agreement.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$52,900**Budgeted Expenditures in SFY 2024** \$105,800**Total Expenditures** \$158,700**Status**

Secondary Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 497-3-0091

**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**

ESSERIII Academic Assessment

**Account Number**

6122AS0000

**Function Code**

2240 -

**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 development on Panorama family engagement survey. Three year agreement.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$12,000**Total Expenditures** \$18,000**Status**

Secondary Review

**Line Item Comment from KSDE**

New Line Item. Proportion charged to the ESSER grant must be commensurate with the period of the grant.

Line Item ID: 497-3-0092

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERIII Central Services

**Account Number**

6122CS0000

**Function Code**

2500 - Central Services

**Object Code**

653 - Software

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Educator Perceptions and Insights survey for classified and certified staff to provide information on employee retention and planning for meeting student needs. Three year agreement.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
--	----------

<b>Total Expenditures</b>	<u>\$30,000</u>
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**Status**

Secondary Review

**Line Item Comment from KSDE**

New Line Item. Proportion charged to the ESSER grant must be commensurate with the period of the grant.

Line Item ID: 497-3-0093



**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**

ESSERIII Instruction

**Account Number**

6122IN15##

**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**

Provide materials for academic interventionists to assist with addressing learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Secondary Review

**Line Item Comment from KSDE**

New Line Item.

As per district: Here is an example of the materials that we are considering:

IXL Reading, Scholastic Scope, Souday Essentials - intervention resources to support students who need additional practice in developing reading skills

IXL Math, Dreambox Math, Zearn Math - intervention resources to support students who need additional practice developing math skills

Instruction will be done in small groups for students who have been identified as needing Tier 2 or 3 instruction due to learning loss during the pandemic. All resources are listed on the Kansas Approved Best Practices for At-Risk Learning.

Proportion charged to the ESSER grant must be commensurate with the period of the grant.

Line Item ID: 497-3-0001

**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**

ESSER3 BUILDING IMPROVEMENT

**Account Number**

6122BI0000

**Function Code**

4700 - Building Improvements

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$11,517**Budgeted Expenditures in SFY 2023** \$17,276**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$28,793**Status**

Approved

**Line Item Comment from KSDE**

Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The retention incentive plan would require an employee to be continuously employed for a stretch of time (see below) to receive the payment. Employed On: Still Employed On: Individual Receives: Payment Date:

10/04/2021 02/21/2022 \$500.00 Application Approval  
 02/21/2022 05/26/2022 \$500.00 06/17/2022  
 05/26/2022 10/03/2022 \$500.00 10/21/2022  
 10/03/2022 02/20/2023 \$500.00 03/10/2023  
 02/20/2023 05/25/2023 \$500.00 05/25/2023

Line Item ID: 497-3-0002

**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**

ESSER3 BUILDING IMPROVEMENT

**Account Number**

6122BI0000

**Function Code**

4700 - Building Improvements

**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 Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$881**Budgeted Expenditures in SFY 2023** \$1,322**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,203**Status**

Approved

Line Item ID: 497-3-0003

**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**

ESSER3 BUILDING IMPROVEMENT

**Account Number**

6122BI0000

**Function Code**

4700 - Building Improvements

**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 Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$69**Budgeted Expenditures in SFY 2023** \$102**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$171**Status**

Approved

Line Item ID: 497-3-0004

**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**

ESSER3 CENTRAL SERVICES

**Account Number**

6122CS0000

**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**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,303**Budgeted Expenditures in SFY 2023** \$3,455**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,758**Status**

Approved

**Line Item Comment from KSDE**

See Row 1

Line Item ID: 497-3-0005

**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**

ESSER3 CENTRAL SERVICES

**Account Number**

6122CS0000

**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**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$56,435**Budgeted Expenditures in SFY 2023** \$84,653**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$141,088**Status**

Approved

**Line Item Comment from KSDE**

See Row 1

Line Item ID: 497-3-0006

**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**

ESSER3 CENTRAL SERVICES

**Account Number**

6122CS0000

**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 Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,494**Budgeted Expenditures in SFY 2023** \$6,740**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,234**Status**

Approved

Line Item ID: 497-3-0007

**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**

ESSER3 CENTRAL SERVICES

**Account Number**

6122CS0000

**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 Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$349**Budgeted Expenditures in SFY 2023** \$524**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$873**Status**

Approved

Line Item ID: 497-3-0008

**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**

ESSER3 FOOD SERVICE

**Account Number**

6122FS0000

**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**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$62,194**Budgeted Expenditures in SFY 2023** \$93,291**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$155,485**Status**

Approved

**Line Item Comment from KSDE**

See Row 15

Line Item ID: 497-3-0009

**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**

ESSER3 FOOD SERVICE

**Account Number**

6122FS0000

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,758**Budgeted Expenditures in SFY 2023** \$7,137**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,895**Status**

Approved

Line Item ID: 497-3-0010

**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**

ESSER3 FOOD SERVICE

**Account Number**

6122FS0000

**Function Code**

3100 - Food Service Operations

**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 Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$370**Budgeted Expenditures in SFY 2023** \$554**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$924**Status**

Approved

Line Item ID: 497-3-0011

**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**

ESSER3 GENERAL ADMIN

**Account Number**

6122GA0000

**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**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,152**Budgeted Expenditures in SFY 2023** \$1,728**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,880**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0012

**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**

ESSER3 GENERAL ADMIN

**Account Number**

6122GA0000

**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**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,607**Budgeted Expenditures in SFY 2023** \$6,910**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,517**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0013

**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**

ESSER3 GENERAL ADMIN

**Account Number**

6122GA0000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$369**Budgeted Expenditures in SFY 2023** \$554**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$923**Status**

Approved

Line Item ID: 497-3-0014



**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**

ESSER3 GENERAL ADMIN

**Account Number**

6122GA0000

**Function Code**

2300 - Support Services (General Administration)

**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 Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$34**Budgeted Expenditures in SFY 2023** \$51**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$85**Status**

Approved

Line Item ID: 497-3-0015

**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**

ESSER3 INSTRUCTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$858,049**Budgeted Expenditures in SFY 2023** \$1,287,070**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,145,119**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0016

**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**

ESSER3 INSTRUCTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$247,624**Budgeted Expenditures in SFY 2023** \$371,436**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$619,060**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0017

**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**

ESSER3 INSTRUCTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$84,592**Budgeted Expenditures in SFY 2023** \$126,888**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$211,480**Status**

Approved

Line Item ID: 497-3-0018

**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**

ESSER3 INSTRUCTION

**Account Number**

6122IN0000

**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**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,569**Budgeted Expenditures in SFY 2023** \$9,854**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,423**Status**

Approved

Line Item ID: 497-3-0019

**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**

ESSER3 INSTRUCTIONAL SUPPORT

**Account Number**

6122IS0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$66,801**Budgeted Expenditures in SFY 2023** \$100,201**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$167,002**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0020

**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**

ESSER3 INSTRUCTIONAL SUPPORT

**Account Number**

6122IS0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$35,704**Budgeted Expenditures in SFY 2023** \$53,556**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$89,260**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0021

**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**

ESSER3 INSTRUCTIONAL SUPPORT

**Account Number**

6122IS0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,842**Budgeted Expenditures in SFY 2023** \$11,762**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$19,604**Status**

Approved

Line Item ID: 497-3-0022

**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**

ESSER3 INSTRUCTIONAL SUPPORT

**Account Number**

6122IS0000

**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**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$609**Budgeted Expenditures in SFY 2023** \$914**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,523**Status**

Approved

Line Item ID: 497-3-0023

**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**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$88,684**Budgeted Expenditures in SFY 2023** \$133,026**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$221,710**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0024

**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**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,784**Budgeted Expenditures in SFY 2023** \$10,176**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,960**Status**

Approved

Line Item ID: 497-3-0025

**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**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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 Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$527**Budgeted Expenditures in SFY 2023** \$790**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,317**Status**

Approved

Line Item ID: 497-3-0026

**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**

ESSER3 SCHOOL ADMIN

**Account Number**

6122SA0000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$35,704**Budgeted Expenditures in SFY 2023** \$53,556**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$89,260**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0027

**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**

ESSER3 SCHOOL ADMIN

**Account Number**

6122SA0000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$57,587**Budgeted Expenditures in SFY 2023** \$86,381**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$143,968**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0028

**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**

ESSER3 SCHOOL ADMIN

**Account Number**

6122SA0000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,137**Budgeted Expenditures in SFY 2023** \$10,705**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17,842**Status**

Approved

Line Item ID: 497-3-0029

**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**

ESSER3 SCHOOL ADMIN

**Account Number**

6122SA0000

**Function Code**

2400 - Support Services (School Administration)

**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 Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$554**Budgeted Expenditures in SFY 2023** \$832**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,386**Status**

Approved

Line Item ID: 497-3-0030



**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**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$119,781**Budgeted Expenditures in SFY 2023** \$179,671**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$299,452**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0031

**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**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$38,007**Budgeted Expenditures in SFY 2023** \$57,011**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$95,018**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0032

**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**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$12,072**Budgeted Expenditures in SFY 2023** \$18,108**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30,180**Status**

Approved

Line Item ID: 497-3-0033

**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**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2100 - Support Services (Students)

**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 Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$938**Budgeted Expenditures in SFY 2023** \$1,406**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,344**Status**

Approved

Line Item ID: 497-3-0034

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**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 certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$86,963
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$86,963</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%.

Line Item ID: 497-3-0035

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**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 certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$6,654
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$6,654</u>
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**Status**

Approved

Line Item ID: 497-3-0036

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**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 certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$2,097
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,097</u>
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**Status**

Approved

Line Item ID: 497-3-0037

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**Function Code**

1000 - Instruction

**Object Code**

280 - Health 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 certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$12,339
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$12,339</u>
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**Status**

Approved

Line Item ID: 497-3-0038

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**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 certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$324,406
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$324,406</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, The District's proposed use of funds that will include the following activities using evidence-based interventions and multi-tiered supports academically, socially and emotionally. Smaller class sizes

Line Item ID: 497-3-0039

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**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 certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$24,790**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,790**Status**

Approved

Line Item ID: 497-3-0040

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**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 certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,345**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,345**Status**

Approved

Line Item ID: 497-3-0041

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**Function Code**

1000 - Instruction

**Object Code**

280 - Health 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 certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$42,306**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$42,306**Status**

Approved

Line Item ID: 497-3-0046

**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**

ESSER3 AT RISK INSTR ELEM

**Account Number**

6122IN1570

**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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$685,100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$685,100**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. Per narrative regarding evidence based intervention use of reserve funds, Academic Interventionists providing supports to both teachers and students. Per applicant, Correct, these certified positions are the Academic Interventionists who are assigned for math and reading instruction based on specific student data and student remedial needs.

Line Item ID: 497-3-0047



**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**

ESSER3 AT RISK INSTR ELEM

**Account Number**

6122IN1570

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$52,416**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$52,416**Status**

Approved

Line Item ID: 497-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR ELEM

**Account Number**

6122IN1570

**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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$15,821**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,821**Status**

Approved

Line Item ID: 497-3-0049

**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**

ESSER3 AT RISK INSTR ELEM

**Account Number**

6122IN1570

**Function Code**

1000 - Instruction

**Object Code**

280 - Health 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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$91,663**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$91,663**Status**

Approved

Line Item ID: 497-3-0050

**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**

ESSER3 AT RISK INSTR MIDDLE

**Account Number**

6122IN1571

**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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$210,800**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$210,800**Status**

Approved

Line Item ID: 497-3-0051

**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**

ESSER3 AT RISK INSTR MIDDLE

**Account Number**

6122IN1571

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$16,128**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,128**Status**

Approved

Line Item ID: 497-3-0052

**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**

ESSER3 AT RISK INSTR MIDDLE

**Account Number**

6122IN1571

**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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,868**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,868**Status**

Approved

Line Item ID: 497-3-0053

**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**

ESSER3 AT RISK INSTR MIDDLE

**Account Number**

6122IN1571

**Function Code**

1000 - Instruction

**Object Code**

280 - Health 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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$28,204**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$28,204**Status**

Approved

Line Item ID: 497-3-0054

**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**

ESSER3 AT RISK INSTR HIGH

**Account Number**

6122IN1572

**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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$158,100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$158,100**Status**

Approved

Line Item ID: 497-3-0055

**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**

ESSER3 AT RISK INSTR HIGH

**Account Number**

6122IN1572

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$12,096**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,096**Status**

Approved

Line Item ID: 497-3-0056

**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**

ESSER3 AT RISK INSTR HIGH

**Account Number**

6122IN1572

**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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,651**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,651**Status**

Approved

Line Item ID: 497-3-0057

**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**

ESSER3 AT RISK INSTR HIGH

**Account Number**

6122IN1572

**Function Code**

1000 - Instruction

**Object Code**

280 - Health 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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$21,153**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21,153**Status**

Approved

Line Item ID: 497-3-0058

**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**

ESSER3 AT RISK INSTR VIRTUAL

**Account Number**

6122IN0035

**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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$52,700**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$52,700**Status**

Approved

**Line Item Comment from KSDE**

See Row 46.

Line Item ID: 497-3-0059

**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**

ESSER3 AT RISK INSTR VIRTUAL

**Account Number**

6122IN0035

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,032**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,032**Status**

Approved

Line Item ID: 497-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR VIRTUAL

**Account Number**

6122IN0035

**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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,217**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,217**Status**

Approved

Line Item ID: 497-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR VIRTUAL

**Account Number**

6122IN0035

**Function Code**

1000 - Instruction

**Object Code**

280 - Health 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**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,051**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,051**Status**

Approved

Line Item ID: 497-3-0062



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STUD SUPP SEL

**Account Number**

6122SS1300

**Function Code**

2100 - Support Services (Students)

**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 support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$158,100
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$158,100</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, The District's proposed use of funds that will include the following activities using evidence-based interventions and multi-tiered supports academically, socially and emotionally. Social and Emotional Student Support facilitators

Line Item ID: 497-3-0063

**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**

ESSER3 STUD SUPP SEL

**Account Number**

6122SS1300

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,096
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,096</u>

**Status**

Approved

Line Item ID: 497-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STUD SUPP SEL

**Account Number**

6122SS1300

**Function Code**

2100 - Support Services (Students)

**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**

Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,651
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,651</u>

**Status**

Approved

Line Item ID: 497-3-0065

**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**

ESSER3 STUD SUPP SEL

**Account Number**

6122SS1300

**Function Code**

2100 - Support Services (Students)

**Object Code**

280 - Health 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**

Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,153
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,153</u>

**Status**

Approved

Line Item ID: 497-3-0066

**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**

ESSER3 INSTR SUPP SEL

**Account Number**

6122IS1300

**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**

Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$158,100
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$158,100</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. Per narrative regarding evidence based intervention use of reserve funds, Social and Emotional Student Support facilitators. Per applicant, Through collaboration with instructional teachers these staff members will support identified students that are at risk due to social and emotional factors leading to and resulting in learning loss. They will develop strategies with the instructional teachers to best address these students that are at risk. In addition, they will support instructional teachers that are struggling with their own social and emotional concerns by providing coping strategies that can be used by the teacher in the classroom.

Line Item ID: 497-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR SUPP SEL

**Account Number**

6122IS1300

**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**

Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,096
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,096</u>

**Status**

Approved

Line Item ID: 497-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR SUPP SEL

**Account Number**

6122IS1300

**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**

Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,651
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,651</u>

**Status**

Approved

Line Item ID: 497-3-0069

**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**

ESSER3 INSTR SUPP SEL

**Account Number**

6122IS1300

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

280 - Health 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**

Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,153
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,153</u>

**Status**

Approved

Line Item ID: 497-3-0070

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STF TRNG ELEM

**Account Number**

6122ST7000

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide stipends for teachers to complete LETRS training provided by KSDE; 50 hours online and 24 hours in person

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$233,102**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$233,102**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic.

Line Item ID: 497-3-0071

**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**

ESSER3 STF TRNG ELEM

**Account Number**

6122ST7000

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide stipends for teachers to complete LETRS training provided by KSDE; 50 hours online and 24 hours in person

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$17,832**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17,832**Status**

Approved

Line Item ID: 497-3-0072

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STF TRNG ELEM

**Account Number**

6122ST7000

**Function Code**

2213 - Instructional Staff Training Services

**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**

Provide stipends for teachers to complete LETRS training provided by KSDE; 50 hours online and 24 hours in person

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,397**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,397**Status**

Approved

Line Item ID: 497-3-0073



**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**

ESSER3 INS ECH/DAYCARE

**Account Number**

6122IN4000

**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**

Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$158,100
<b>Budgeted Expenditures in SFY 2023</b>	\$158,100
<b>Budgeted Expenditures in SFY 2024</b>	\$158,100
<b>Total Expenditures</b>	<u>\$474,300</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per applicant, We have struggled to meet staffing demand for substitutes and classified positions in response to the COVID-19 pandemic. It is understood that one of the main challenges for retaining high quality staff is finding affordable high quality early childhood care. High-quality early childhood care is an evidence based best practice and providing these opportunities for our students and families will help ensure that our youngest learners will have opportunities that prepare them for kindergarten. Plan would involve three early childhood teachers, three early childhood aides, and would have 45 openings for early childhood-aged students from our classified staff. Anticipated hours are to be all day to be flexible to schedules that classified staff may have.

Line Item ID: 497-3-0074

**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**

ESSER3 INS ECH/DAYCARE

**Account Number**

6122IN4000

**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**

Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$61,605
<b>Budgeted Expenditures in SFY 2023</b>	\$61,605
<b>Budgeted Expenditures in SFY 2024</b>	\$61,605
<b>Total Expenditures</b>	<u>\$184,815</u>

**Status**

Approved

**Line Item Comment from KSDE**

See Row 84

Line Item ID: 497-3-0075

**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**

ESSER3 INS ECH/DAYCARE

**Account Number**

6122IN4000

**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**

Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,809
<b>Budgeted Expenditures in SFY 2023</b>	\$16,809
<b>Budgeted Expenditures in SFY 2024</b>	\$16,809
<b>Total Expenditures</b>	<u>\$50,427</u>

**Status**

Approved

Line Item ID: 497-3-0076

**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**

ESSER3 INS ECH/DAYCARE

**Account Number**

6122IN4000

**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**

Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,180
<b>Budgeted Expenditures in SFY 2023</b>	\$6,180
<b>Budgeted Expenditures in SFY 2024</b>	\$6,180
<b>Total Expenditures</b>	<u>\$18,540</u>

**Status**

Approved

Line Item ID: 497-3-0077

**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**

6122IN4000

**Account Number**

ESSER3 INS ECH/DAYCARE

**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**

Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$42,306
<b>Budgeted Expenditures in SFY 2023</b>	\$42,306
<b>Budgeted Expenditures in SFY 2024</b>	\$42,306
<b>Total Expenditures</b>	<u>\$126,918</u>

**Status**

Approved

Line Item ID: 497-3-0078

**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**

ESSER3IN4000

**Account Number**

ESSER3 INS ECH/DAYCARE

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies for new childcare service for classified staff families

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,333
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,333
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,334
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<b>Total Expenditures</b>	\$10,000
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**Status**

Approved

**Line Item Comment from KSDE**

See Row 70

Line Item ID: 497-3-0079

**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**

ESSER3 INS ECH/DAYCARE

**Account Number**

6122IN4400

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Equipment for new childcare service for classified staff families

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
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<b>Total Expenditures</b>	\$45,000
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**Status**

Approved

**Line Item Comment from KSDE**

See Row 70

Line Item ID: 497-3-0080

**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**

ESSER3 INS ECH/DAYCARE

**Account Number**

6122IN4000

**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**

Furniture for new childcare service for classified staff families

**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** \$15,000**Total Expenditures** \$45,000**Status**

Approved

**Line Item Comment from KSDE**

See Row 70

Line Item ID: 497-3-0081

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR TECH

**Account Number**

6122IT0000

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**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**

Provide internet/communications services to students in need

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$17,250**Budgeted Expenditures in SFY 2023** \$17,250**Budgeted Expenditures in SFY 2024** \$17,250**Total Expenditures** \$51,750**Status**

Approved

**Line Item Comment from KSDE**

Per applicant, Hotspots are provided to students who do not have internet in the home. COVID impacted many families' incomes and bills considered unessential (i.e., internet) were cut; some families have lost housing and hotels/shelters do not provide internet access. Hot spot plans are only for the months that school is in session.

Line Item ID: 497-3-0082

**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**

ESSER3 ADMIN TECH

**Account Number**

6122AT0000

**Function Code**

2590 - Central Services

**Object Code**

444 - Software 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**

SIS add-on to help teachers and administrators identify at risk students and assist in planning for future enrollments

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$64,000**Budgeted Expenditures in SFY 2023** \$64,000**Budgeted Expenditures in SFY 2024** \$64,000**Total Expenditures** \$192,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%

Line Item ID: 497-3-0083

**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**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

350 - Technical 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**

Contract an evaluation of HVAC systems to determine mechanical improvements to improve indoor air quality

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$71,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$71,500</u>

**Status**

Approved

Line Item ID: 497-3-0084



**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**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

344 - Engineering 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**

Engineering services to upgrade controls for HVAC systems

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$206,800**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$206,800**Status**

Approved

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 497-3-0085

**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**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**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**

Replacement of current HVAC systems in buildings identified in HVAC evaluation

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,944,650**Budgeted Expenditures in SFY 2023** \$1,944,650**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,889,300**Status**

Approved

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 497-3-0086

**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**

ESSER3 INSTRUCTION

**Account Number**

6122IN4400

**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 learning opportunities - tutoring, after school supports/programs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$193,333**Budgeted Expenditures in SFY 2023** \$193,333**Budgeted Expenditures in SFY 2024** \$193,333**Total Expenditures** \$579,999**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. Per narrative regarding evidence based intervention use of reserve funds, After school programs for MATH/SEL/STEAM; Tutoring and Credit Recovery opportunities.

Line Item ID: 497-3-0087

**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**

ESSER3 INSTRUCTION

**Account Number**

6122IN4400

**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 learning opportunities - tutoring, after school supports/programs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$14,780**Budgeted Expenditures in SFY 2023** \$14,780**Budgeted Expenditures in SFY 2024** \$14,780**Total Expenditures** \$44,340**Status**

Approved

Line Item ID: 497-3-0088

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTRUCTION

**Account Number**

6122IN4400

**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 learning opportunities - tutoring, after school supports/programs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,253**Budgeted Expenditures in SFY 2023** \$2,253**Budgeted Expenditures in SFY 2024** \$2,253**Total Expenditures** \$6,759**Status**

Approved

