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## February 10th Task Force Meeting Pre-Read Materials

Dear Task Force members,

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

- 19 districts are requesting a change to their previously allocated ESSER II funds.
- 21 districts are allocating ESSER III funds. This includes their plans as well as their line items.
- 18 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, February 9<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 – January 6, 2023

### Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, January 6, 2023.

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

### Approval of Agenda

Janet Waugh made a motion to approve the agenda as presented for the January 6 meeting and Tracy Callard seconded it. Motion carried (11-0)

**MOTION**  
(00:09:46)

### Attendance

The following Task Force members attended by video conference:

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

### Approval of December 9 Minutes

Jason Winbolt made a motion to approve the December 9 minutes and Adam Thomas seconded it. Motion carried (11-0).

**MOTION**  
(00:10:29)

### ESSER II: Change Application Status Update

Doug Boline started the meeting off by stating that there is 1 ESSER II change request being reviewed in today's meeting and if approved, the change request will be recommended to the State Board of Education for approval on Tuesday, January 10, 2023. The ESSER II change requests consist of 79 individual budgeted expenditures totaling a value of \$0.5 million (eligible net change is \$128,241).

(00:10:48)

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

Jason Winbolt made a motion to approve the ESSER II change request as presented. Jamie Rumford seconded it. Motion carried (11-0).

**MOTION**  
(00:12:50)

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

Doug Boline mentioned that the 11 districts represented in today's ESSER III application batch have requested \$14.9 million (for eligible expenditures): 88% of their total allocation. The average eligible expenditures (requested) per district (for this specific batch) range from \$117,591 to \$4,452,060; average amount per district is \$1,355,951. The eligible planned expenditures (for this batch) per student range from \$432 to \$3,023; average amount is \$1,075.

(00:13:10)

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

The KSDE review team deemed three requests as ineligible. The requests were submitted by USD 309 Nickerson and USD 506 Labette. USD 309 Nickerson's requests were for hardware and furniture for extracurricular activities, totaling \$70,000, which is not an allowable use of ESSER funds. USD 506 Labette's request totaled \$583,565, to improve their CTE program, which does not qualify as part of the 20 percent learning loss.

Mike Argabright made a motion to approve USD 506 Labette County's request to move forward, Bert Lewis seconded. Motion carried (12-0).

(00:15:51)

**MOTION**  
(00:30:10)

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

The eligible expenditures for the 7 ESSER III change requests totaled to \$2,850,153 (cumulative). The net change for the eligible requests total to \$484,826. 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).

(00:32:00)

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

Jamie Rumford made a motion to approve the ESSER III change requests and applications, with the addition of USD 506 Labette's request. Lisa Peters seconded it. Motion carried (12-0).

**MOTION**  
(00:33:45)

### **Adjournment**

Chairman Porter adjourned the meeting at 3:28 p.m. The next meeting will occur on Friday, February 10, 2023 at 3:00 p.m.

## 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	200	Greeley County Schools	239	53%	\$ 159,937	\$ 2,104	1%	\$ 159,937	\$ 159,937	\$ 157,833	100%	\$ 669	
2	208	Wakeeney	357	37%	\$ 216,571	\$ 216,571	100%	\$ 216,571	\$ 216,571	\$ -	100%	\$ 607	
3	235	Uniontown	450	61%	\$ 418,063	\$ 414,959	99%	\$ 418,063	\$ 418,063	\$ 3,104	100%	\$ 929	
4	240	Twin Valley	549	52%	\$ 312,473	\$ 312,430	100%	\$ 312,473	\$ 312,473	\$ 43	100%	\$ 570	
5	269	Palco	88	48%	\$ 70,445	\$ 69,576	99%	\$ 70,445	\$ 70,445	\$ 869	100%	\$ 805	
6	292	Wheatland	103	57%	\$ 100,255	\$ 100,225	100%	\$ 100,255	\$ 100,255	\$ 30	100%	\$ 973	
7	337	Royal Valley	812	46%	\$ 446,632	\$ 442,852	99%	\$ 446,632	\$ 446,632	\$ 3,780	100%	\$ 550	
8	338	Valley Falls	380	36%	\$ 134,927	\$ 134,925	100%	\$ 134,927	\$ 134,927	\$ 2	100%	\$ 355	
9	340	Jefferson West	827	31%	\$ 307,237	\$ 307,235	100%	\$ 307,237	\$ 307,237	\$ 2	100%	\$ 372	
10	357	Belle Plaine	563.40	42%	\$ 264,146	\$ 262,146	99%	\$ 264,146	\$ 264,146	\$ 2,000	100%	\$ 469	
11	374	Sublette	376.60	70%	\$ 295,197	\$ 276,896	94%	\$ 295,197	\$ 295,197	\$ 18,301	100%	\$ 784	
12	398	Peabody-Burns	201.50	56%	\$ 159,485	\$ 158,611	99%	\$ 159,485	\$ 159,485	\$ 874	100%	\$ 791	
13	404	Riverton	659.10	51%	\$ 481,549	\$ 465,748	97%	\$ 481,549	\$ 481,549	\$ 15,801	100%	\$ 731	
14	417	Morris County	756.50	51%	\$ 524,573	\$ 524,573	100%	\$ 524,573	\$ 524,573	\$ -	100%	\$ 693	
15	456	Marais Des Cygnes Valley	208.50	57%	\$ 198,957	\$ 198,872	100%	\$ 198,957	\$ 198,957	\$ 85	100%	\$ 954	
16	458	Basehor-Linwood	2,432.40	12%	\$ 729,150	\$ 575,982	79%	\$ 729,150	\$ 729,150	\$ 153,168	100%	\$ 300	
17	460	Hesston	813.50	26%	\$ 247,762	\$ 232,990	94%	\$ 247,762	\$ 247,762	\$ 14,772	100%	\$ 305	
18	491	Eudora	1,642.30	28%	\$ 574,955	\$ 547,065	95%	\$ 574,955	\$ 574,955	\$ 27,890	100%	\$ 350	
19	492	Flinthills	268.90	51%	\$ 120,968	\$ 120,368	100%	\$ 120,968	\$ 120,968	\$ 600	100%	\$ 450	
<b>Total</b>			<b>11,726</b>	<b>35%</b>	<b>\$ 5,763,282</b>	<b>\$ 5,364,128</b>	<b>93%</b>	<b>5,763,282</b>	<b>\$ 5,763,282</b>	<b>\$ 399,154</b>	<b>100%</b>	<b>\$ 491</b>	

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

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

**Kansas CommonApp (2020)**

3771-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jnyGPOgo

# 200\_Greeley County\_ESSER II Plan\_0531 (copy)

## Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Greeley County Schools USD 200

**Applicant / Mailing Address**

400 W Lawrence St  
Tribune, KS 67879

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Katie Zerr

**Applicant / Email Address of Owner, CEO, or Executive Director** kzerr@tribuneschools.org

**Applicant / Phone Number** 6203764211

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)** 486075322

## 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	Greeley County Schools
District Number	200
Mailing Address   Street Address	400 W Lawrence St
Mailing   City	Tribune
Mailing Address   Zip Code	67879
Authorized Representative of the District   Name	John Niehues
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	johnniehues@tribuneschools.org
Authorized Representative of the District   Phone Number	+16203764211
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	kzerr@tribuneschools.org

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

USD 200 has approximately 250 students PreK-12 grades. Since August 16th, students and staff have been attending school in person. We also were able to attend school all of last year utilizing our safety protocols and extended cleaning with only a few students choosing to attend remotely. USD 200 carefully considered the data associated with academic impacts, specifically data that may indicate a learning gap larger than normal. In reviewing the data, USD 200 found the following: 1) on the 2018-2019 state KITE assessments 64% of all students were "at or above the benchmark"; 2) on the 2020-2021 state KITE assessments 56% of all students were "at or above the benchmark"; This was after a 10-week session of remote learning from March 2020 to May 2020; 3) we also observed an 14.5% and 3.3% increase in the number of students identified as needing urgent intervention in ELA and Math respectively as identified by Star testing. Our staff continuously reviews data such as Star Reading/Math and now Fastbridge to ensure students are making proper progress and identifying those who still need further or more intense help or structured support. We have seen students progressing at the pace more like a non-Covid school year since going remote. In many students we are also starting to see progressively more gains with additional services and plans put into action. The USD 200 Chronic Absenteeism was also up in the last year due to Covid-19 and quarantines.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

After consideration of many data points, the USD 200 Board of Education has decided to use the funds on, "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."

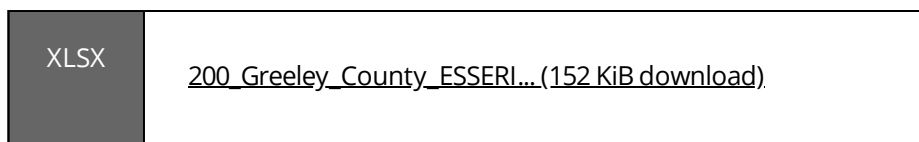
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

It will be difficult to determine the positive effect improved air quality and purification might have on students and staff. However, in an attempt to meet or exceed the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHREA) standards for indoor quality, it will only assist students and staff with a better, cleaner, and healthier learning environment. It is the hope of USD 200 that better purified air and improvement in air quality through increased filtration and outside air intake will help to keep all students in school more often and reduce the chronic absenteeism rate due to Covid and non-Covid related health issues.

### 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
200	Greeley County Scho	1/30/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
200-1-001-20230214	Eligible	Direct Allocation	Architecture and Engineering	Purchased Professional & Technical Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	After consideration of many data points, the USD 200 Board of Education has decided to use the funds on, "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."	\$ 42,000	\$ -	\$ 42,000	\$ -	\$ -	59	Approved at 12/10/2021 State Board Meeting. Allowable if meets CDC guidelines
200-1-002-20230214	Eligible	Direct Allocation	Support Services	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Procuring a Victory electrostatic backpack sprayer will make our process quicker and more efficient of cleaning and sanitizing	\$ 2,104	\$ 2,104	\$ -	\$ -	\$ -	59	Approved at 12/10/2021 State Board. Per narrative, Through looking at our attendance data we have determined that while we already have increased our cleaning process procuring a Victory electrostatic backpack sprayer will make our process quicker and more efficient. We utilize chemicals in these sprayers rated to kill off any COVID-19 or other bacteria that can cause sickness. Due to COVID our rate of attendance and absenteeism has increased leading us to further increase our health and safety cleaning measure.
200-1-003-20230214	Eligible	Direct Allocation	Building Improvements	Buildings (Existing Buildings)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	After consideration of many data points, the USD 200 Board of Education has decided to use the funds on, "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."	\$ 115,833	\$ -	\$ -	\$ 115,833	\$ -	59	Change request: Previously approved for \$117,937 in SFY 2023; Allowable if meets CDC guidelines

**Kansas CommonApp (2020)**

3649-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zapQKDZO

# 208\_WaKeeney\_ESSER II Change\_011123

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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 208

**Applicant / Mailing Address**

527 Russell Ave.  
WaKeeney, KS 67672

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Matt Smith

**Applicant / Email Address of Owner, CEO, or Executive Director** msmith@tregoeagles.com

**Applicant / Phone Number** 785-743-2145

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

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

**Applicant / Website Address (if applicable)** <https://www.tregoeagles.com/>

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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 208 Trego Community Schools

District Number 208

Mailing Address | Street Address 527 Russell Ave

Mailing | City WaKeeney

Mailing Address | Zip Code 67672

Authorized Representative of the District | Name Matt Smith

Authorized Representative of the District | Position or Title Superintendent

Authorized Representative of the District | Email Address msmith@tregoeagles.com

Authorized Representative of the District | Phone Number +17857432145

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

Other District Representative 1 | Email Address scolter@tregoeagles.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.

Our district has been very lucky to have kept it's doors open to face-to-face learning since August 2020 through the efforts of keeping our students socially distanced, mask-wearing, and extensive cleaning and disinfecting practices throughout the district. However, quarantine and isolation orders, in addition to the closure of schools from March 2020 through may 2020 have caused an increase in the number of our students who have fallen behind the rest of their classmates. We are currently anticipating serving 54/250 K-8th grade students through a summer school program during the 2021 summer months and we are looking to add additional educators to our At-Risk and Title I programs next year to help focus on those who have fallen behind.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

The focus for our district's ESSER II funds will go toward a summer school program during the 2021 summer to address the needs to students who have fallen behind in classes due to the effects of COVID. We will need to purchase supplies and materials and hire staff to meet this need. We are also funding we have a need for an additional At-Risk/Title teacher for the 4

of 7 2021-22 school year, as we have found an increased need for that service this year. We have an existing teacher, but the need is high enough that we will need a second.

The changes were made to help provide proper cleaning and sanitization for the district. The cleaning supplies were used to help prevent the spread of infection, and used regularly to clean and disinfect surfaces and objects that were touched often. By allowing us to reduce the spread of infection, the cleaning products were used to disinfect and eliminate other issues. The goal is to keep everything clean and help mitigate the spread of infectious disease. We took out the capital projects in order to help combat and sanitize each classroom and other rooms in the district.

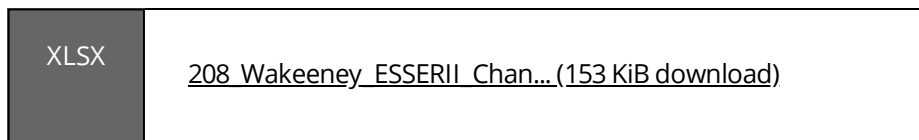
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our district should see the effects of the ESSER expenditures we are planning through the improvement of our students in their studies. We will be able to measure this through the grades the students earn throughout the year and by assessing their understanding of what they learn through the additional help.

### 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

Matt Smith

Date

01/11/2023

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

USD	District Name	Data as of
208	Wakeeney	1/20/2023

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
208-1-001-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	2. Coordination of COVID-19 preparedness and response efforts	Purchase of water bottles for students/athletes so each has their own bottle	\$ 269	\$ 269	\$ -	\$ -	\$ -	65085	New Line Item
208-1-002-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	2. Coordination of COVID-19 preparedness and response efforts	Nurse Supplies and cleaning supplies to help reduce the risk of spreading disease	\$ 1,199	\$ 1,199	\$ -	\$ -	\$ -	65085	New Line Item
208-1-003-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	5. Procedures and systems to improve LEA preparedness and response efforts	Lotion Foaming Soap	\$ 1,672	\$ 1,672	\$ -	\$ -	\$ -	65085	New Line Item
208-1-004-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Commercial Steam Cleaners	\$ 3,647	\$ 3,647	\$ -	\$ -	\$ -	65085	New Line Item

208-1-005-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Clorox Wipes for cleaning classrooms	\$ 184	\$ 184	\$ -	\$ -	\$ -	65085	New Line Item
208-1-006-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purell Sanitizer purchase	\$ 1,157	\$ 1,157	\$ -	\$ -	\$ -	65085	New Line Item
208-1-007-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	17. Indirect costs	Sanitation supplies	\$ 2,796	\$ 2,796	\$ -	\$ -	\$ -	65135	New Line Item
208-1-008-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lexia & Edgenuity for online learning when necessary	\$ 4,722	\$ 4,722	\$ -	\$ -	\$ -	65085	Approved at the June 2021 State Board Meeting
208-1-009-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Edgenuity for high school, Seesaw for grade school	\$ 1,600	\$ 1,600	\$ -	\$ -	\$ -	65085	Approved at the June 2021 State Board Meeting

208-1-010-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay for summer school certified teachers.	\$ 11,200	\$ 11,200	\$ -	\$ -	\$ -	65070	Change Request. Previously approved for \$32,250 divided between SFY 22, 23 and 24
208-1-011-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer school classroom supplies.	\$ 173	\$ 173	\$ -	\$ -	\$ -	65085	Change Request. Previously approved for \$7,500 divided between SFY 22, 23 and 24
208-1-012-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After school staff salaries.	\$ 1,643	\$ 1,643	\$ -	\$ -	\$ -	65120	New Line Item
208-1-013-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	At Risk Curriculum/Subscription	\$ 382	\$ 382	\$ -	\$ -	\$ -	65085	New Line Item
208-1-014-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchased new ELA curriculum to assist with learning loss during COVID shutdown in 2020.	\$ 1,476	\$ 1,476	\$ -	\$ -	\$ -	65125	New Line Item

208-1-015-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Paid for training for new at risk curriculum.	\$ 660	\$ 660	\$ -	\$ -	\$ -	65080	New Line Item
208-1-016-20230214	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	Moved custodian from a part time position to a full time position to assist with added daily cleaning of school building.	\$ 3,893	\$ 3,893	\$ -	\$ -	\$ -	65090	New Line Item
208-1-017-20230214	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	Moved custodian from a part-time position to a full-time position to assist with added daily cleaning of school building	\$ 2,368	\$ 2,368	\$ -	\$ -	\$ -	65090	New Line Item
208-1-018-20230214	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	Moved custodian from a part-time position to a full-time position to assist with added daily cleaning of school building	\$ 3,086	\$ 3,086	\$ -	\$ -	\$ -	65090	New Line Item
208-1-019-20230214	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	Moved custodian from a part-time position to a full-time position to assist with added daily cleaning of school building	\$ 2,471	\$ 2,471	\$ -	\$ -	\$ -	65090	New Line Item

208-1-020-20230214	Eligible	Direct Allocation	Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID Retention pay for staff returning to work from previous school year	\$ 40,800	\$ 40,800	\$ -	\$ -	\$ -	65100	New Line Item
208-1-021-20230214	Eligible	Direct Allocation	Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for staff who endured entire 1st semester	\$ 43,800	\$ 43,800	\$ -	\$ -	\$ -	65100	Change Request. Previously approved for \$35,000 SFY 2021 divided between certified and classified staff.
208-1-022-20230214	Eligible	Direct Allocation	Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hazard pay for existing staff	\$ 21,000	\$ 21,000	\$ -	\$ -	\$ -	65100	Change Request. This connects with the line above. Previously approved for \$35,000 SFY 2021 divided between certified and classified staff.
208-1-023-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hired returning staff for the sole purpose of providing additional help to at-risk students	\$ 24,054	\$ 24,054	\$ -	\$ -	\$ -	65110	New Line Item
208-1-024-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hired returning staff for the sole purpose of providing additional help to at-risk students	\$ 14,616	\$ 14,616	\$ -	\$ -	\$ -	65110	New Line Item
208-1-025-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hired returning staff for the sole purpose of providing additional help to at-risk students	\$ 17,961	\$ 17,961	\$ -	\$ -	\$ -	65110	New Line Item



208-1-026-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer School Teacher Salaries - focus on reading/math	\$ 1,964	\$ 1,964	\$ -	\$ -	\$ -	65110	New Line Item
208-1-027-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	At-Risk/Intervention Teacher Salaries	\$ 6,284	\$ 6,284	\$ -	\$ -	\$ -	65110	New Line Item
208-1-028-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	After school staff salaries	\$ 385	\$ 385	\$ -	\$ -	\$ -	65110	New Line Item
208-1-029-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	After school staff salaries	\$ 308	\$ 308	\$ -	\$ -	\$ -	65120	New Line Item

208-1-030-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	After school staff salaries	\$ 802	\$ 802	\$ -	\$ -	\$ -	65120	New Line Item
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**Kansas CommonApp (2020)**

3767-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AOvyrZbN

# 235\_Uniontown\_ESSER II Plan\_Change0111 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Uniontown USD 235

**Applicant / Mailing Address**

601 Fifth Street  
Uniontown, Kansas 66779

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Bret Howard, Superintendent

**Applicant / Email Address of Owner, CEO, or Executive Director** bhoward@uniontown235.org

**Applicant / Phone Number** 6207564302

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	Uniontown
District Number	235
Mailing Address   Street Address	601 Fifth Street
Mailing   City	Uniontown
Mailing Address   Zip Code	66779
Authorized Representative of the District   Name	Bret Howard
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	howard@uniontown235.org
Authorized Representative of the District   Phone Number	+16207564302
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	veden@uniontown235.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.

While we have been happy with the gains that students have been able to make during in-person instruction this year, and while we are proud of the fact that we have been able to protect in-person instruction for most students, we do recognize the impact of the closure in March of 2020 and the fact that quarantines and remote learning did continue across portions of the student body for the entirety of the school year to this point. In the elementary, this is most clearly quantified by using our December benchmark data comparing 2019 to 2020. WBE, as a building, reported 5% fewer students on grade level in reading in December of 2020. This is further realized when looking at our K-3rd grade students.

We show an 11% decline in the percent of students on grade-level at that point comparatively. Again, this is not to say that there hasn't been good progress, it is simply further evidence of the impact that COVID-19 had on our systems and families. These impacts then trickled down to our students and their opportunity for a robust and dynamic education.

In the JH/HS, we did not see the number of students at Level 3/4 on the state assessments that we would hope to see. We fell below the state average.

While students have been able to show growth throughout this year, they have not yet grown to the proficiency we would expect and that we believe they need to turn their potential into their future.

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

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

We plan to use the remainder of ESSER 1 funds on purchasing disinfectant and added janitorial supplies for the 2021-22 school year.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We are proposing using ESSER II funds in a variety of ways. We recognize this is a robust problem and needs to be navigated from a variety of angles; people, programs, physical needs. In regards to people, we believe that the addition of a certified teacher to push into our needs in K-3rd is essential to closing the proficiency gap in reading and math. Additionally, a Communities in Schools (CIS) program will help us better meet the basic needs of students and families so that kids can focus on school while at school. Lastly, an additional school nurse will help in communication and navigation of the health and medical needs of our student and staff body.

In the area of programming, our first priority is better equipping our counseling department with better screening tools in addition to additional classroom resources. We hope to address the learning needs that have come to light in a variety of ways. Classroom teachers have considered their data and found resources to meet those varying needs.

Lastly, we do want to try to address needs within our physical environment to promote better sanitation and prepare for the future. While this represents a relatively small portion of our overall request, we do think it is important to consider how we can improve our buildings. One example of this is the transition to touchless bathroom options for flush-valves and faucets to decrease the number of commonly used multi-touch items.

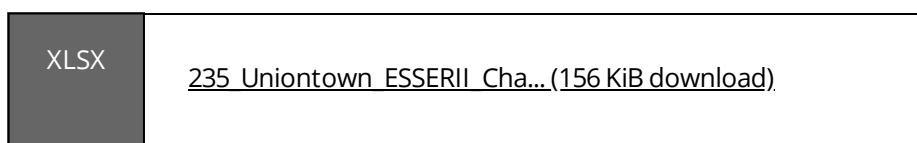
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

As a system based on data, we would determine the value of our investments in both quantitative and qualitative data. Benchmark assessments in Reading, Math and Social-Emotional development would be great comparative data. Attendance data and tracking of illness via our health department would also give valuable insight.

### **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

Bret Howard

Date

01/11/2022

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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
235	Uniontown	1/30/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
235-1-001-20230214	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	9 Smart Boards for the classrooms at both the Elementary and JH/HS Attendance Centers. This will allow for better instruction during Remote Learning if necessary. All of the Remote Learning provided can be ran through the Smart Board and projected making it easire for both student and teacher.	\$ 25,160	\$ -	\$ 25,160	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-002-20230214	Eligible	Direct Allocation	Support Services	Furniture and Fixtures	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Six portable stands to be used in conjunction with the 9 Smart Boards. 3 teachers have places on the wall to make the smart boards permanent while 6 teachers need the flexibility to move the boards around the room depending upon the lessons taught each day.	\$ 2,700	\$ -	\$ 2,700	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-003-20230214	Eligible	Direct Allocation	Support Services	Furniture and Fixtures	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health	To purchase larger reading rugs in the elementary classroom to allow students to space out more for social distancing in the Kindergarten areas. Also to purchase picnic tables to be palced outside for an outdoor classroom when the weather allows us to be outside.	\$ 5,050	\$ -	\$ 5,050	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-004-20230214	Eligible	Direct Allocation	Support Services	Furniture and Fixtures	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	To replace some of the flexible seating options that do not work well with necessary room arrangements and logistics that promote social distancing in our classrooms.	\$ 1,248	\$ -	\$ 1,248	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-005-20230214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add a certified teacher that would provide additional core reading and math for 1st and 2nd grade students to address phonics and early numeracy deficiencies for the 2021-22 school year.	\$ 82,675	\$ -	\$ 40,000	\$ 42,675	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-006-20230214	Eligible	Direct Allocation	Support Services	Purchased Professional & 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	Communities In Schools Site Coordinator. This position will provide integrated student supports to meet the social/emotional and mental health needs of our students. These needs increased due to COVID-19. This position will meet the needs of students in grade PK-12.	\$ 93,877	\$ -	\$ 93,877	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting

235-1-007-20230214	Eligible	Direct Allocation	Nursing Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Addition of a school nurse position. We currently only have one nurse available for the entire district. This position would allow us to have a nurse present in both attendance centers at all times. This would cut down on the nurse being exposed to multiple students as well.	\$ 83,104	\$ -	\$ 40,000	\$ 43,104	\$ -	31	Change request: Previously approved for \$40.00 for both SFY 2022 and 2023
235-1-008-20230214	Eligible	Direct Allocation	Nursing Services	Health and Accident Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Health Insurance for the Nurse Position listed.	\$ 13,465	\$ -	\$ 6,732	\$ 6,732	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-009-20230214	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	FICA for the Certified Teacher.	\$ 6,303	\$ -	\$ 3,038	\$ 3,265	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-010-20230214	Eligible	Direct Allocation	Nursing Services	FICA - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	FICA Contribution for the Nurse Position.	\$ 6,098	\$ -	\$ 3,038	\$ 3,060	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-011-20230214	Eligible	Direct Allocation	Instruction	Retirement Appropriation	12. Addressing learning loss among students, including vulnerable populations	KPERS Contribution for the Certified Teacher position.	\$ 10,664	\$ -	\$ 5,332	\$ 5,332	\$ -	31	Approved at the 5/6/2022 State Board Meeting

235-1-012-20230214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment Insurance for the Certified Teacher position.	\$ 79	\$ -	\$ 40	\$ 40	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-013-20230214	Eligible	Direct Allocation	Nursing Services	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Unemployment Insurance for the Nurse position.	\$ 77	\$ -	\$ 37	\$ 40	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-014-20230214	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	This is a touchless system that measure performance on jumps, sprints, Explosive Leg Power, Aaerobic Capacity and Contact Time in the Physical Education classroom in a socially distanced manner.	\$ 629	\$ -	\$ 629	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-015-20230214	Eligible	Direct Allocation	Support Services - School Administration	Paper Products	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This purchase allows our secretaries to mail items home without licking envelopes. This helps to keep our secretaries and office staff safer without having saliva on the paper product which is handled by multiple people.	\$ 96	\$ -	\$ 96	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-016-20230214	Eligible	Direct Allocation	Support Services (Students)	Books	10. Providing mental health services and supports	Books purchased by our Elementary Counselorto read to or with students to promote social/emotional health and/or learning.	\$ 140	\$ -	\$ 140	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting

235-1-017-20230214	Eligible	Direct Allocation	Instruction	Books	3. Providing principals and other school leaders with resources to address individual school needs	To purchase additional copies of Rigby Readers for Kindergarten and 1st graders to ensure there are enough copies available to meet the needs without sharing copies.	\$ 4,320	\$ -	\$ 4,320	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-018-20230214	Eligible	Direct Allocation	Instruction	Books	12. Addressing learning loss among students, including vulnerable populations	Purchasing of Scholarstic Trade Books for Kindergarten students to help build early literacy due to learning loss.	\$ 183	\$ -	\$ 183	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-019-20230214	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of McGraw Hill's "Connecting Math Concepts" and also "Reading Mastery" to address learning loss in our Special Education Department and with our lowest level regular education students. Also purchase of the Edmark Reading Programs Level 1 and Level 2 kits to address learning loss in the same students.	\$ 18,201	\$ -	\$ 18,201	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-020-20230214	Eligible	Direct Allocation	Instruction	Other	10. Providing mental health services and supports	For use in guidance class with our counselors in both large group and small group lessons. These lessons will help our counselors address the social/emotional needs of our students that greatly increased due to time out of school during the end of the 2019-20 school year due to COVID.	\$ 644	\$ -	\$ 644	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-021-20230214	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Purchase of Online Subscriptions to address learning loss with our students. Subscriptions include: Kids Discover Magazine, iRead, ABC Mouse, Lexia Core 5, Flocabulary, ReadingEggs, and MathSeeds.	\$ 5,974	\$ -	\$ 5,974	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting

235-1-022-20230214	Eligible	Direct Allocation	Instruction	Software	10. Providing mental health services and supports	Purchase of Second Step online access for all K-8 students. This includes teacher lessons and curriculum. Also purchase of SAEBRS online screening tool with admin accounts to access reporting. This will allow us to better serve and meet the needs of our students' social/emotional needs.	\$ 3,570	\$ -	\$ 3,570	\$ -	\$ -	31	Approved at the 7/9/2021 State Board Meeting
235-1-023-20230214	Eligible	Direct Allocation	Support Services (Students)	Other	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Student Classroom Set of Headphones that work with iPads for our Kindergarten through 3rd grade students. This will ensure each student has their own headset in case we are required to go to Remote Learning.	\$ 3,709	\$ -	\$ 3,709	\$ -	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-024-20230214	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM. Masks purchased for the federal mask mandate on Transportation.	\$ 142	\$ -	\$ 142	\$ -	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-025-20230214	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	NEW ITEM. Purell Hand Sanitizer for students to use to sanitize hands before lunch.	\$ 191	\$ -	\$ 191	\$ -	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-026-20230214	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	NEW ITEM. Cloth bags purchased to be able to send student work home for students who had been quarantined from COVID-19.	\$ 264	\$ -	\$ 264	\$ -	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-027-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM. Incentive Premium Pay In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2021-22 school year for all certified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$22,500 (45 certified staff members X \$500 = \$22,500). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2022. All staff was made aware of this during the negotiations process as well as on our first day of district in-service. Employees must still be employed during the November 2021 payroll to be able to receive the premium incentive pay.	\$ 22,500	\$ -	\$ 22,500	\$ -	\$ -	31	Approved at the 5/6/2022 State Board Meeting
235-1-028-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM. Incentive Premium Pay In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2021-22 school year for all certified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$27,000 (54 certified staff members X \$500 = \$27,000). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2022. All staff was made aware of this during the negotiations process as well as on our first day of district in-service. Employees must still be employed during the November 2021 payroll to be able to receive the premium incentive pay.	\$ 27,000	\$ -	\$ 27,000	\$ -	\$ -	31	Approved at the 5/6/2022 State Board Meeting

**Kansas CommonApp (2020)**

3765-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



oRmxgxOR

# 240\_TwinValley\_ESSER II Plan\_0408 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Twin Valley Schools

**Applicant / Mailing Address**

107 N. Nelson  
PO Box 38  
Bennington, KS. 67422

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Pam Irwin

**Applicant / Email Address of Owner, CEO, or Executive Director** pirwin@usd240.org

**Applicant / Phone Number** 7854883325 ext. 401

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	Twin Valley Schools
District Number	240
Mailing Address   Street Address	107 N. Nelson, PO Box 38
Mailing   City	Bennington
Mailing Address   Zip Code	67422
Authorized Representative of the District   Name	Pam Irwin
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	pirwin@usd240.org
Authorized Representative of the District   Phone Number	+17854883325
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	cregnier@usd240.org
Other District Representative 2   Email Address	leverhart@usd240.org

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

Our school district has seen academic loss as students struggled to learn over Zoom during the spring of 2020. In addition to academic loss, we see an increase in social-emotional needs throughout our district during this school year as well with COVID-19 protocols in place. Staff and students are reporting more struggles with social-emotional well-being this year. Our SRSS data shows an increase in moderate (from 23.21% to 35.6% for externalizing behaviors; from 19.6% to 23.8% for internalizing behaviors) and high-risk behaviors (from 0% to 10.2% for externalizing behaviors; from 7.1% to 25.4% for internalizing behaviors) in one of our schools, while the other school has maintained. We had created sustainable initiatives towards addressing these behaviors prior to COVID-19 which have provided a sense of stability; however, we have not seen a significant move in the data due to protocols and isolation in place in our classrooms and buildings.

In reading, we are seeing an increase in students requiring tier 2 and 3 supports K-6. Our DIBELS data shows our students continually struggle with reading fluency and comprehension. Our MAP data also shows our students growth is not at the expected level for the 20-21 school year across the district, with our students struggling in a variety of areas including reading and math. Our Free and Reduced population, approximately 51% of our students, have shown significant struggles across the

board. In addition to the academic needs as determined through our data analysis, our need for cleaning supplies and PPE continues.

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

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

The remaining ESSER I funds will be utilized for payroll for April and May for additional classified staff and a long term sub to complete the 20-21 school year.

**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.

To address our needs in the area of social-emotional learning, we are proposing to increase staff support in this area. We currently have 1.5 social workers and 1 at-risk coordinator in our district, however our needs are great enough to increase this to 4 full time positions for social emotional supports for the next several years (2 social workers and 2 at-risk positions). Social-Emotional issues have increased for many of our students and so one of our focuses with the ESSER II funds is to provide intensive support in this area through both staffing and resources. We would pay for 1.5 positions out of ESSER II funds.

We have also seen an impact on student's academic needs in both reading and math. We will begin using a screener that addresses all three areas (math, reading, SEL) to determine which students need additional supports and at what level. This screener identifies students who are struggling and provides basic diagnostic information.

To fill the gaps discovered, we must ensure we have the right tools in the hands of staff. Part of our new reading adoption includes a Tier 2 resource to support gaps in learning and to use as an intervention tool for K-3. In addition, we will look at purchasing additional tier 1, 2 and 3 resources for reading, math and SEL.

Extending the learning time available for students will also be a focus for the ESSER funds. Summer Academies will be scheduled each of the next 3 summers to provide additional opportunities for students to fill the gaps in their learning.

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

To determine the impact of the programs outlined in our plan, we will use a variety of data. The reading intervention materials include both benchmark assessments as well as progress monitoring tools. These assessments will be used to determine the impact of the use of these programs with students, measuring not only individual student growth, but also number of students requiring tier 2 or 3 interventions.

For math, we will also utilize additional resources for tier 2 and 3 interventions, and monitor the impact by how many students continue to need these additional supports, as well as the screener/benchmark assessments.

Additional data to be used for monitoring effectiveness of our plan will include MAP growth, discipline data, attendance data, and behavior data.

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

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

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

XLSX

[240 Twin Valley ESSERII 0... \(147 KiB download\)](#)

# 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

Pam Irwin

Date

04/08/2021

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

USD	District Name	Data as of
240	Twin Valley	1/27/2023

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
240-1-001-20230214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire At-Risk Coordinator and Social Worker to address Social-Emotional needs in each of our PreK-12 buildings (2 year commitment)	\$ 162,000	\$ 81,000	\$ 81,000	\$ -	\$ -	72-2100-110-0-00	Approved at 5/25/2021 State Board Meeting
240-1-002-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	2 elementary teachers, 2 elementary classified staff, 20 days 3 HS math teachers - 8 days, drivers - 20 days, summer academy coordinator for elem - 30 days - Summer 2021 ONLY	\$ 18,800	\$ 18,800	\$ -	\$ -	\$ -	72-1000-110-0-00	Approved at 5/25/2021 State Board Meeting
240-1-003-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer Academy Resources	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	72-1000-610-0-00	Approved at 5/25/2021 State Board Meeting
240-1-004-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	After School Programs K-12 - both buildings - staff and drivers	\$ 45,245	\$ 22,623	\$ 22,623	\$ -	\$ -	72-1000-110-0-00	Approved at 5/25/2021 State Board Meeting; Provide more information on the number of staff and students that will benefit from this expenditure. How many times per week the assistance will be provided?; Applicant responded by email: K-6 two times per week with 3 certified and 3 classified employees. Grades 7-12, 4 times per week in the core content areas for 30 minutes each. Anticipate 20-30 students
240-1-005-20230214	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Professional Development - Reading, Intervention materials, MTSS Intervention work, How to use the screener	\$ 7,920	\$ 7,920	\$ -	\$ -	\$ -	72-2200-110-0-00	Approved at 5/25/2021 State Board Meeting



240-1-006-20230214	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Additional resources to address learning gaps created during closures for phonemic awareness in our primary grades	\$ 1,600	\$ 1,600	\$ -	\$ -	\$ -	72-2200-300-0-00	Approved at 5/25/2021 State Board Meeting
240-1-007-20230214	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Resources for reading interventions	\$ 32,250	\$ 32,250	\$ -	\$ -	\$ -	72-2200-300-0-00	Approved at 5/25/2021 State Board Meeting
240-1-008-20230214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Screener for Math, Reading, SEL	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	72-1000-650-0-00	Approved at 5/25/2021 State Board Meeting
240-1-009-20230214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Resources for Math Interventions	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	72-1000-650-0-00	Approved at 5/25/2021 State Board Meeting
240-1-010-20230214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Annual licenses for online Math Intervention (tier 2 and 3)	\$ 3,840	\$ 1,920	\$ 1,920	\$ -	\$ -	72-1000-650-0-00	Approved at 5/25/2021 State Board Meeting
240-1-011-20230214	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	Additional Cleaning Supplies	\$ 8,043	\$ 4,000	\$ 4,043	\$ -	\$ -	72-2600-610-0-00	Change Request: Previously approved for \$4,000 in SFY 2021 and \$4,000 in SFY 2022
240-1-012-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Filters for Air Purifiers	\$ 775	\$ 775	\$ -	\$ -	\$ -	72-2600-610-0-00	Approved at 5/25/2021 State Board Meeting

240-1-013-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Disposable Masks/Gloves	\$ 1,500	\$ 750	\$ 750	\$ -	\$ -	72-2600-610-0-00	Approved at 5/25/2021 State Board Meeting
240-1-014-20230214	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	Additional sanitizing materials	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	72-2600-610-0-00	Approved at 5/25/2021 State Board Meeting
240-1-015-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Filters for Tersano machines	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	72-2600-610-0-00	Approved at 5/25/2021 State Board Meeting
240-1-016-20230214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Online Enrollment - purchase Enrollment Express and Ecollect set up and training, plus 2 year subscription	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	72-2600-610-0-00	Approved at 5/25/2021 State Board Meeting REVISED: Provide additional information of how this relates to COVID-19; Applicant changed account code from 72-2600-610-0-00 to 72-1000-650-0-00 (Instruction/Technology); Applicant changed ESSER II allowable category from 13 to 15 (Developing strategies and implementing public health protocols for the reopening and operation of school facilities. As we continue to deal with COVID-19, utilizing an online enrollment process will mitigate risks by not having large groups of parents/students in our buildings potentially spreading the virus.

**Kansas CommonApp (2020)**

3766-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



vpGdGyqq

# Palco USD 269 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Palco USD 269

**Applicant / Mailing Address**

P.O. Box 38  
Damar, KS 67632

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Larry M. Lysell

**Applicant / Email Address of Owner, CEO, or Executive Director** llysell@usd269.net

**Applicant / Phone Number** (785) 839-4265

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

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

**Applicant / Website Address (if applicable)** usd269.net

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

The mission of USD #269 is to provide a safe environment where students can develop life skills and learn to become responsible, productive citizens.

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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	Palco
District Number	269
Mailing Address   Street Address	P.O. Box 38
Mailing   City	Damar
Mailing Address   Zip Code	67632
Authorized Representative of the District   Name	Larry M. Lysell
Authorized Representative of the District   Position or Title	Superintendent of Schools
Authorized Representative of the District   Email Address	llysell@usd269.net
Authorized Representative of the District   Phone Number	+17858394265
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	mdobson@usd269.net
Other District Representative 2   Email Address	kbouchey@usd269.net

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

The most difficult time for staff and students was spring/summer of 2020 and the effect of remote learning versus being in school. The 2020-2021 school year was better because of large rooms and smaller student numbers. Even with that positive, there were obvious learning losses, but also important was the social and emotional loss. Summer learning in 2020 was helpful, but again, like most schools it did not fill the gap with our less than top performing students. We have no ELL students in our district and of our roughly 95 total district students, approx. one fourth to one third struggle to some degree. Again, with our small numbers we can probably work with better than some.

The major issue we struggle with currently is transportation. We need another vehicle to be comfortable in transporting student to practice, 30 miles each way, yet keep a safe distance and not crowding in the vans. We send 3 vehicles a day to practice.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

We have chosen to focus our ESSERII funds on people and not necessarily things. We are fortunate to have stayed on top of facilities needs and are well equipped with technology, so things are not the priority. We want to have 2 extra positions funded. One for each attendance center to work with student that have experienced learning loss. We have reduced staff through attrition over the last few years, and like so many other districts, securing even elementary teachers is now difficult. Our location in Western Kansas, while being a wonderful place in which to live, does not appeal to young college graduated unless they happen to be a local returning. These funds may not totally be for licensed teaching staff either. Our licensed staff is most capable and we feel that if a competent paraeducator can be found, it is well worth having them on staff under appropriate supervision. Of course, if we can locate a fully licensed teacher that would be a plus. The bottom line is addressing student needs in all categories.

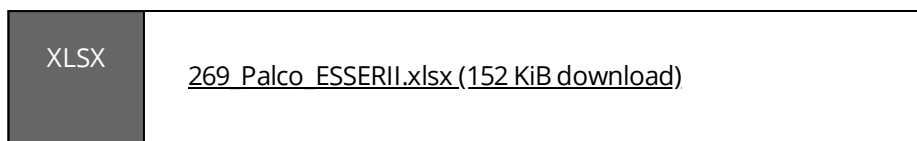
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We are not allocating on a per-pupil basis so will not judge impact on this basis.

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the



Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

Providing mental health services and supports.

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

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

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

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

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

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

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

## Certification

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

Electronic Signature

Larry M. Lysell

Date

10/26/2021

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

USD	District Name	Data as of
269	Palco	1/30/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
269-1-001-20230214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added staff to cover learning loss. The new position is Student Intervention Specialist.	\$ 70,445	\$ 33,576	\$ 36,869	\$ -	\$ -	7	Change Request: Was approved for \$33,576 in SFY 2021 and \$36,000 in SFY 2022. Per narrative: We want to have 2 extra positions funded. One for each attendance center to work with students that have experienced learning loss. Our location in Western Kansas, while being a wonderful place in which to live, does not appeal to young college graduated unless they happen to be a local returning. These funds may not totally be for licensed teaching staff either. Our licensed staff is most capable and we feel that if a competent paraeducator can be found, it is well worth having them on staff under appropriate supervision. Of course, if we can locate a fully licensed teacher that would be a plus. The bottom line is addressing student needs in all categories.

**Kansas CommonApp (2020)**

3755-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JorxdPvo

# 292\_Wheatland\_ESSER II Plan\_0811 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Wheatland USD 292

**Applicant / Mailing Address**

Wheatland USD 292  
PO Box 165  
Grainfield, KS 67737

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Gary Kraus

**Applicant / Email Address of Owner, CEO, or Executive Director** gkraus@thunderhawks.org

**Applicant / Phone Number** 785-673-4213

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)** 480724315

**Fiscal Agent / Name (if applicable)** Gary Kraus

**Fiscal Agent / Email (if applicable)** gkraus@thunderhawks.org

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

Gary Kraus, Superintendent  
PO Box 165  
Grainfield, KS 67737

---

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	Wheatland
District Number	292
Mailing Address   Street Address	PO Box 165, 2920 Hwy K-23
Mailing   City	Grainfield, KS
Mailing Address   Zip Code	67737
Authorized Representative of the District   Name	Gary Kraus
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	gkraus@thunderhawks.org
Authorized Representative of the District   Phone Number	+17856734213
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	pchapin@thunderhawks.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.

Although there is no hard data to support this, I believe the social emotional well-being of many of our students (and staff) has been effected greatly. For the Wheatland district, the school closure in the spring of 2020 caused much more harm than good. Typically, our students have a level of excitement when school begins in August. In August of 2020 that was not the case. It was very apparent that students did not have that normal enthusiasm and did not want to be in school. As you would expect, their academic progress was not up to the standard we would normally see.

A secondary cause for poor attitudes and decreased academic growth was the political aspect of mask mandates and social distancing. Students were at times disrespectful or even defiant when asked to comply with the established safety protocols.

During the school closure in the spring of 2020, we were able to provide assistance for low income families that did not have access to the internet or to enough devices to meet the expectations during/related to the remote learning requirements. We were able to ensure a 1:1 ratio for student devices. We also worked with the local service providers to make internet access available in every home. By providing low income families the opportunity to access the internet and thus participate in remote learning, we were able to minimize the impact on some of our most vulnerable students as well as ensure equitable opportunities for all.

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 administration and Board of Education of Wheatland USD #292 seeks to hire at least one additional licensed teacher to develop and implement a plan for addressing learning loss and/or incomplete learning resulting from school closure and quarantines during the continuing COVID19 pandemic. The additional faculty member will identify evidenced-based interventions, provide training and added support for classroom teachers in the implementation of the interventions. Other responsibilities include the identification of students needing additional support, determine the level and type of support needed and to monitor progress utilizing available resource and professional experience.

The district also plans to make technology (hardware and software) purchases that will assist in addressing current student needs as well as provide more effective remote learning experiences when necessary. The district recently made the decision to purchase software that will provide resources for screening and identifying students with needs in the tier two and tier three and what those specific needs might be. The software being purchased will supplement the current curriculum and be a resource for progress monitoring in the areas of language arts, math and social emotional growth.

Additional technology purchases include devices for the classrooms (SMART Panels) and Windows tablets for student use that will provide higher quality and reliability for streaming interactive connections. Additionally, wi-fi hotspot will be issued to students/families who do not currently have internet access at home.

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

As mentioned above, the software being purchased will provide one source of progress monitoring. All faculty members have also identified multiple sources of evidence to demonstrate student growth within the KEEP process for teacher evaluation. A portion of the additional faculty member's duties and responsibilities is to seek out evidence based intervention and procedures for monitoring student growth, particularly as the growth relates to the specific needs of the individual student.

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

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

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

## Certification

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

Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature Gary A. Kraus

Date 08/11/2021

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

USD	District Name	Data as of
292	Wheatland	1/27/2023

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
292-1-001-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	ESSER II funds will be utilized to hire an additional licensed teacher. This teacher will identify and assist in the implementation of appropriate and effective teaching strategies and/or interventions to assist students in overcoming learning loss or incomplete learning due to school closures.	\$ 60,325	\$ -	\$ 50,848	\$ 9,477	\$ -	7	Approved at the 9/10/2021 State Board Meeting
292-1-002-20230214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Funds will be used to purchase SMART panels to place in selected classrooms at Wheatland Elementary and at Wheatland High School. SMART panels will become the primary device used for connections during any necessary remote learning sessions. The funds will also pay for installation and training of faculty and staff.	\$ 29,900	\$ -	\$ 29,900	\$ -	\$ -	7	Approved at the 9/10/2021 State Board Meeting
292-1-003-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide "extra duty" salary for licensed faculty to plan and implement summer school sessions that focuses on social-emotional/mental health while addressing any continued learning loss or incomplete learning.	\$ 10,030	\$ -	\$ 10,030	\$ -	\$ -	7	Change request: Previously approved for \$10,000 in SFY22 Program information; Applicant responded via email: I anticipate five faculty member involved with planning and implementation. I estimate that 30 to 40 students in grades K-4 will be impacted. The summer school session will operate 4 days per week for 4 weeks during the month of June, 2022.

**Kansas CommonApp (2020)**

3668-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zMZRgvMK

# 337\_Royal Valley\_ESSER II\_Change\_011223

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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 337 ROYAL VALLEY

**Applicant / Mailing Address**

101 W MAIN ST  
MAYETTA, KS 66509

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Aaric Davis

**Applicant / Email Address of Owner, CEO, or Executive Director** davis@rv337.org

**Applicant / Phone Number** 785-966-2246

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)** 48-0698618

**Applicant / Website Address (if applicable)** www.rv337.com

**Applicant / Child Care Licensing Number (if applicable)** 48454-014

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

The mission of the Royal Valley Public Schools is to ensure that each student is actively engaged in the learning process and in developing the citizenship skills necessary to become a responsible, productive member of the global workforce.

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

[Download Form W-9](#)

PDF	<a href="#">USD 337 W9.pdf (114 KiB download)</a>
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**Applicant / Board Member List (if applicable)**

PDF	<a href="#">USD #337 Board Member Lis... (23 KiB download)</a>
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**Fiscal Agent / Name (if applicable)**                      Sherri Schulte

**Fiscal Agent / Email (if applicable)**                      schultes@rv337.org

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

101 W MAIN ST  
MAYETTA, KS 66509

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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	Royal Valley
District Number	337
Mailing Address   Street Address	101 W Main Street
Mailing   City	Mayetta
Mailing Address   Zip Code	66509
Authorized Representative of the District   Name	Aaric Davis
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	davisa@rv337.org

Authorized Representative of the District | Phone Number +17859662246

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

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

USD #337 has been impacted by the pandemic by academic learning loss, we are also struggling to keep all of our 7-12 students engaged in the learning environment due to continuous learning and remote learning disruptions. We are seeing HS students and MS failing courses at 2 to 3 times the usual rate. Our elementary school students have been on-site for a majority of the school year, but lost a nine-weeks of quality instruction last spring which has an impact on learning from a long-term perspective. In addition to learning loss from continuous learning, we have had teachers and students placed in quarantine that have disrupted learning for many students. We have tried to stay on top of social emotional factors for our students and staff, but our HS SAEBRS screener indicates that we have seen a sharp increase in at-risk students due to social emotional factors in grades 10, 11, and 12. As far as cost is concerned, we have funded a majority of our PPE, Covid supplies, and Covid protocols through SPARKS funds and ESSER I funds. A majority of our ongoing cost revolves around the need to reduce class sizes for social distancing and providing additional academic support for students through summer learning opportunities and interventions for reading and math at the middle school and high school levels.

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

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

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

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

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

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

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

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

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom

instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

USD 337 proposes to use its ESSER II allocations to reimburse the district for the cost of adding a 5th section of 1st grade during the 2020-2021 school year, 5th section of 2nd grade during the 2021-22 school year and a 5th section of 3rd grade during the 2022-23 school year. This section was added to allow for social distancing in the classroom due to the large number of students in this grade level. (90+ students). Next, we would like to provide summer academic opportunities for our students in grades K-12. We plan to implement a professional learning series on teacher clarity to prioritize the work to do to close skill gaps. To continue our support for our 5-12 students, we are adding an MTSS interventionist and coordinator position that will help with screening, interventions, and training for other staff support team members to close achievement gaps caused by the disrupted learning environment during the pandemic. Lastly, the district plans to provide premium pay to all employees to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic. Academic interventions will also be purchased and implemented with these funds.

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

We will continue to monitor our academic progress using FastBridge testing to screen students and monitor progress in reading and in math.

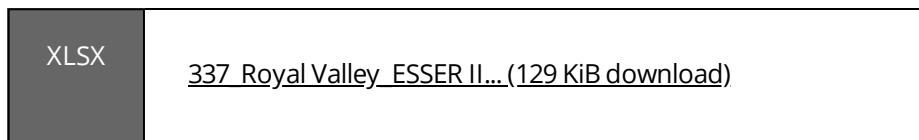
We will also continue to monitor student grades, attendance, office discipline referrals and SAEBRS for social emotional risk factors as well.

All of our efforts to implement COVID protocols will be evident by our district's ability to maintain in-person instruction for all students.

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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



authorizing statute or implementing regulations for that program.

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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



USD	District Name	Data as of
337	Royal Valley	1/20/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
337-1-001-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 337 added a fifth section of 1st grade during the 2020-2021 school year to allow for additional social distancing in the classroom as recommended by the KDHE, KSDE, and the CDC. There were 90 students in the first grade during the 2020-21 school year. In addition to social distancing, our local data indicated that this group of students were also left without the necessary reading skills during their kindergarten year due to the loss of a 9 weeks worth of reading instruction. The additional teacher also helped us keep our groupings smaller for increased individualized instruction.	\$ 52,445	\$ 52,445	\$ -	\$ -	\$ -	13200	Approved at the September 2022 State Board Meeting
337-1-002-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 11 teachers to put on a 2 week summer school for elementary school students, a 3 week reading and math intervention program for at-risk middle school students and a 3 week credit recovery program for high school students who failed a course during the 2020-2021 school year. These teachers will be helping students improve their reading, math and science skills, as well as earn much needed credits at the high school level. This expenditure line item is specifically for the summer of 2021.	\$ 17,438	\$ -	\$ 17,438	\$ -	\$ -	13200	Approved at the September 2021 State Board Meeting
337-1-003-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 paraprofessionals to put on a 2 week summer school for elementary school students and a 3 week reading and math intervention program for at-risk middle school students. These paraprofessionals will be helping students improve their reading, math, and science skills by assisting teachers in these STEM and intervention programs. This expenditure line item is specifically for the summer of 2021.	\$ 1,831	\$ -	\$ 1,831	\$ -	\$ -	13210	Approved at the September 2021 State Board Meeting

337-1-004-20230214	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 bus drivers to transport students from home to the location of our summer school programming as explained above in the previous two line items. The drivers will be driving a to and from route each day for 15 days. This expenditure line item is specifically for the summer of 2021	\$ 4,945	\$ -	\$ 4,945	\$ -	\$ -	43750	Approved at the September 2021 State Board Meeting
337-1-005-20230214	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be running 4 routes to and from summer school programming as explained above in lines 16. There will be 4 routes each day to and from summer school for 15 days. This line item is specifically for the summer of 2021	\$ 538	\$ -	\$ 538	\$ -	\$ -	44000	Approved at the September 2021 State Board Meeting
337-1-006-20230214	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be purchasing between 60 and 84 student curriculum packets/kits for the STEM camp at the elementary school as a part of their summer camp described in line 16. These kits and programming provides instructor materials and student consumables for STEM projects.	\$ 10,069	\$ 10,069	\$ -	\$ -	\$ -	86200	Approved at the September 2021 State Board Meeting
337-1-007-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 337 has added a new position for an MTSS Coordinator/interventionist for grades 5-12. This position will help address learning loss stemming from the disrupted learning environment due to continuous learning, remote learning during the 2019-20 and 2020-21 school years. The position will serve as coordinator for both the middle school and the high school but will only serve as an interventionist for the middle school. Current high school staff members will implement interventions at the HS level.	\$ 58,209	\$ -	\$ 58,209	\$ -	\$ -	13200	Approved at the September 2021 State Board Meeting

337-1-008-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	A \$750 payment for all certified staff members (72 staff) to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, 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.	\$ 54,000	\$ -	\$ 54,000	\$ -	\$ -	13200	Approved at the September 2022 State Board Meeting
337-1-009-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGED AMOUNT: USD 337 will be hiring 11 teachers to put on a 2 week summer school for elementary school students, a 3 week reading and math intervention program for at-risk middle school students and a 3 week credit recovery program for high school students who failed a course during the 2020-2021 school year. These teachers will be helping students improve their reading, math and science skills, as well as earn much needed credits at the high school level. This expenditure line item is specifically for the summer of 2022.	\$ 23,475	\$ -	\$ -	\$ 23,475	\$ -	13200	Change Request: Previously approved for \$54,000 SFY 2022
337-1-010-20230214	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGED AMOUNT: USD 337 will be hiring 4 bus drivers to transport students from home to the location of our summer school programming as explained above in the previous two line items. The drivers will be driving a to and from route each day for 15 days. This expenditure line item is specifically for the summer of 2022.	\$ 4,015	\$ -	\$ -	\$ 4,015	\$ -	43750	Change Request: Previously approved for \$4,945 SFY 2022
337-1-011-20230214	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	CHANGED AMOUNT: USD 337 will be running 4 routes to and from summer school programming as explained above in lines 16. There will be 4 routes each day to and from summer school for 15 days. This line item is specifically for the summer of 2022.	\$ 3,270	\$ -	\$ -	\$ 3,270	\$ -	44000	Change Request: Previously approved for \$538 SFY 2022

337-1-012-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 10 staff members that will be paid in August 2021.	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	20000	Approved at the September 2022 State Board Meeting
337-1-013-20230214	Eligible	Direct Allocation	Food Services Operations	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 1 staff member that will be paid in August 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	30150	Approved at the September 2022 State Board Meeting
337-1-014-20230214	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 1 staff member that will be paid in August 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	12000	Approved at the September 2022 State Board Meeting
337-1-015-20230214	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 1 staff member that will be paid in August 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	55060	Approved at the September 2022 State Board Meeting
337-1-016-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 3 staff members that will be paid in August 2021.	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	13150	Approved at the September 2022 State Board Meeting

337-1-017-20230214	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	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 1 staff member that will be paid in August 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	13420	Approved at the September 2022 State Board Meeting
337-1-018-20230214	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 1 staff member that will be paid in August 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	13400	Approved at the September 2022 State Board Meeting
337-1-019-20230214	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 8 staff members that will be paid in August 2021.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	30200	Approved at the September 2022 State Board Meeting
337-1-020-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST: COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 20 staff members that will be paid in August 2021.	\$ 13,929	\$ -	\$ 13,929	\$ -	\$ -	13350	Approved at the September 2022 State Board Meeting
337-1-021-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 9 staff members that will be paid in August 2021.	\$ 6,750	\$ -	\$ 6,750	\$ -	\$ -	13300	Approved at the September 2022 State Board Meeting
337-1-022-20230214	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 12 staff members that will be paid in August 2021.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	43750	Approved at the September 2022 State Board Meeting



337-1-023-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 337 continued to offer a 5th section for 2nd grade as we did in first grade during the 2020-21 school year to allow for additional social distancing in the classroom as recommended by the KDHE, KSDE, and the CDC. There are 93 students compared to our typical class of 65 students in the second grade during the 2021-22 school year. In addition to social distancing, our local data indicated that this group of students were also left without the necessary reading skills during their kindergarten year due to the loss of a 9 weeks worth of reading instruction. The additional teacher also helped us keep our groupings smaller for increased individualized instruction.	\$ 40,400	\$ -	\$ 40,400	\$ -	\$ -	13200	Approved at the September 2022 State Board Meeting
337-1-024-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE AMOUNT: USD 337 continued to offer a 5th section for 3rd grade as we did in first and second grade during the 2020-21 and 2021-22 school years to allow for additional social distancing in the classroom as recommended by the KDHE, KSDE, and the CDC. There are 93 students compared to our typical class of 65 students in the second grade during the 2021-22 school year. In addition to social distancing, our local data indicated that this group of students were also left without the necessary reading skills during their kindergarten year due to the loss of a 9 weeks worth of reading instruction. The additional teacher also helped us keep our groupings smaller for increased individualized instruction.	\$ 20,614	\$ -	\$ -	\$ 20,614	\$ -	13200	Change Request: Previously approved for \$41,925 SFY 2023
337-1-025-20230214	Eligible	Direct Allocation	Support Services - General Administration	Purchased Professional & Technical Services	10. Providing mental health services and supports	CHANGE AMOUNT: In January 2021, USD 337 began purchasing an EAP for all employees to have access to mental health services as needed in response to loss, stress, and anxiety related to the COVID pandemic. We will continue this process through the 2022-23 school year.	\$ 4,865	\$ -	\$ 2,203	\$ 2,662	\$ -	16750	Approved at the September 2022 State Board Meeting
337-1-026-20230214	Eligible	Direct Allocation	Instruction	Textbooks	11A. Planning and implementing summer learning or enrichment programs	USD 337 subscribed to programs for online individual courses for Summer School and during the 21-22 school year and the 22-23 school year to help with credit recovery for high school students that failed courses due to attendance, mental health, and lack of consistency issues caused by the COVID pandemic. There were a large number of failed high school courses during the height of the pandemic and this will assist student with meeting graduation requirements.	\$ 15,808	\$ -	\$ 15,808	\$ -	\$ -	86240	Approved at the September 2022 State Board Meeting

337-1-027-20230214	Eligible	Direct Allocation	Instruction	Textbooks	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 337 began subscribing to zoom online meeting software platform to make meaningful daily connections to students that were participating in remote learning during the pandemic. The teachers also utilize the software to connect with students in the classroom from home while they are in quarantine or isolation. It has also allowed administrators to meet with teachers, staff and members of other organizations while meetings are unsafe due to the pandemic.	\$ 7,200	\$ -	\$ 3,600	\$ 3,600	\$ -	86240	Approved at the September 2022 State Board Meeting
337-1-028-20230214	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Supplies & Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	We purchased face masks to hand to students as they boarded the buses this year due to the federal mandate for face coverings during the first part of the 2021-22 school year.	\$ 302	\$ -	\$ 302	\$ -	\$ -	44400	Approved at the September 2022 State Board Meeting
337-1-029-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	We purchased hand sanitizer to place at building entrances to help slow the spread of COVID during the 2021-22 school year.	\$ 262	\$ -	\$ 262	\$ -	\$ -	20920	Approved at the September 2022 State Board Meeting
337-1-030-20230214	Eligible	Direct Allocation	Instruction	Textbooks	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	We had to purchase additional Seesaw licenses for our elementary school due to increase in student enrollment. Seesaw is used to help student that are in remote learning submit work to elementary teachers and for teachers to communicate with parents and students remotely. This was necessary during remote learning to have a user friendly way to turn in work.	\$ 151	\$ -	\$ 151	\$ -	\$ -	86240	Approved at the September 2022 State Board Meeting
337-1-031-20230214	Eligible	Direct Allocation	Support Services - General Administration	Supplies & Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district purchased a 3 year subscription to BlueInk to include the years of 21-22, 22-23, and 23-24. The BlueInk software allows the district to collect digital signatures so that parents and students do not have to come to the building to complete required paperwork. This helps slow the spread of the COVID virus by minimizing the number of individuals coming into the school buildings.	\$ 7,560	\$ -	\$ 7,560	\$ -	\$ -	17530	Approved at the September 2022 State Board Meeting

337-1-032-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	The middle school team purchased some new social skills curriculum to provide usable strategies to help students when returning to the school building after being in remote learning for long periods of time.	\$ 70	\$ -	\$ 70	\$ -	\$ -	18500	Approved at the September 2022 State Board Meeting
337-1-033-20230214	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	The high school and middle school purchased a new online program to help fill skill gaps for students that are at-risk on local reading measurements. The pandemic has increased the number of students with skill gaps in reading throughout these buildings. The Language Live program is taught in a blended learning model with a high school or middle school english teacher and the online program. Students work together, whole group and independently online during this program.	\$ 772	\$ -	\$ 772	\$ -	\$ -	86240	Approved at the September 2022 State Board Meeting
337-1-034-20230214	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	CHANGE AMOUNT: The elementary school purchased and implemented a new reading intervention program called 95% Group. The program was implemented in grades K-6 for students that are at-risk on local reading assessments. The number of students in the elementary school that are at-risk in reading has increased due to attendance issues, anxiety issues and lack of consistency of the school environment. The purchase of this curriculum also included professional learning for successful implementation.	\$ 44,960	\$ -	\$ 40,073	\$ 4,887	\$ -	86200	Approved at the September 2022 State Board Meeting
337-1-035-20230214	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE AMOUNT: Multiple factors related to the pandemic have caused us to implement the Brilliance Project professional learning series throughout the entire district. Teacher turnover due to pandemic fatigue, student learning loss, and the need to be efficient to remediate and catch students up. The district participated in a several professional learning days related to teacher clarity. Teacher clarity work instructs teachers which standards are a priority and which ones will have the largest impact on student learning. It also facilitates what success criteria exists for students on each priority standard. This work will also help get all new teachers and experienced teachers together.	\$ 20,833	\$ -	\$ 18,083	\$ 2,750	\$ -	39500	Change Request: Previously approved for \$29,083 between SFY 22 and 23

337-1-036-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM: We took all students that participated in our summer tutoring program in the summer of 2022 on a field trip as an educational incentive to participate.	\$ 1,500	\$ -	\$ -	\$ 1,500	\$ -	32150	New Line Item
337-1-037-20230214	Eligible	Direct Allocation	Support Services	Other Miscellaneous Expenditures	10. Providing mental health services and supports	NEW ITEM: We supported the Royal Valley High School students by providing monetary support to put on a Mental Health Matters night at the high school, inviting mental health specialists from around the greater Topeka area to present to students and community members on strategies to cope with mental health concerns in their homes and their community.	\$ 1,500	\$ -	\$ -	\$ 1,500	\$ -	77502	New Line Item
337-1-038-20230214	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	NEW ITEM: We contracted with Compass Behavioral Health to put on a one day presentation for staff and students on the Yellow Ribbon Suicide Prevention training program. The training was held in Septemeber 2021.	\$ 422	\$ -	\$ -	\$ 422	\$ -	39500	New Line Item

**Kansas CommonApp (2020)**

3764-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YGkxwIwA

# ESSER II Application 4.16.21 (copy) amendment 10.1.21 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** USD 338 Valley Falls

**Applicant / Mailing Address**

700 Oak Street  
Valley Falls, KS 66088

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Dr. Volora Hanzlicek

**Applicant / Email Address of Owner, CEO, or Executive Director** volora.hanzlicek@vfalls338.com

**Applicant / Phone Number** 785-945-3214

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

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

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Application details

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	Valley Falls
District Number	338
Mailing Address   Street Address	700 Oak Street, Board of Education Oce
Mailing   City	Valley Falls
Mailing Address   Zip Code	66088
Authorized Representative of the District   Name	Volora Hanzlicek
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	volora.hanzlicek@vfalls338.com
Authorized Representative of the District   Phone Number	+117859453214
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	brenda.henson@vfalls338.com

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

We are a small rural district. Additional costs of COVID have been around \$300,000 additional dollars to our budget that we were not expecting. If it weren't for the generosity of our county and the SPARKS monies, we would not have been able to provide the instructional tools or put into play strategic protocols for reopening. We have been fortunate to be in school all year brick and mortar. However, in school face to face, doesn't come without challenges. We have had short spurts where we combined classes as we did not have enough staff to supervise appropriately. We have had times where we were missing 45% of our student body due to quarantine and COVID positive cases. During these times, we have been able to soldier through but we have still seen both academic and social impact on our students. In looking at our data, we are seeing about 25% of our students needing to fill gaps in learning from last spring. We have stepped up the intensity of our tiered system of support including social-emotional supports. We will continue to increase the intensity of the tiered system of supports and targeted supports of social-emotional learning for next year.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Request for additional monies.

This amendment is to request the remaining funds for ESSER II for USD #338. The items that we are requesting are related to

instructional technology supports and PPE/sanitation items (7). The instructional technology supports for students will be utilized to support remote learning for those students who have been identified to be in “close contact” restrictions, quarantine, or asymptomatic and positive. These items include two MacBooks (9) that will have additional software that can be checked out to students in CTE programs, GoGuardian filters and Chromebook insurance (9) for the computers going home with students, and a three-year license for Edgenuity (11) to be used for summer school and remote support. Our district has made the commitment to continue to teach students and make meaningful contact with our students each day while they are identified to be in “close contact” restrictions, quarantine, or asymptomatic and positive. We are also allowing our staff if in the same situation to teach from home. We have limited subs and might have to shut the whole building down without the staff teaching from home allowance. We have implemented the KDHE grant and testing. We have seen a huge impact in the number of students we are retaining engaged in instruction with the protocols/policies we have in place.

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

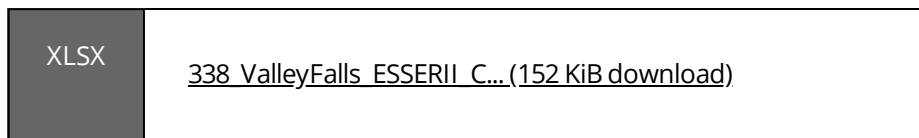
We can utilize the data we have collected this year to demonstrate that we have been in session and we are not seeing further digression in our FastBridge scores. This is directly related to our ability to mitigate and sanitize using the protocols mentioned above as examples. We did see students slide last year according to our data and big gaps in learning from last spring for some students. We know that research shows that our students do better when they can build face-to-face relationships and get the support they need on a daily basis. Our monies were spent to keep our students in the building and mitigate the risk of getting sick or needing to be quarantined due to exposure.

We are also utilizing technology as mentioned above to continue learning when students are in "close contact" restrictions, quarantine, or asymptomatic and positive.

### Notes on ESSER II application Excel template:

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

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



## Local Education Agency (LEA) Assurances

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

Volora A. Hanzlicek

Date

05/04/2021

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

USD	District Name	Data as of
338	Valley Falls	1/27/2023

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
338-1-001-20230214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This was instructional coaching for T2T teachers and new teachers struggling with engaging students in a synchronous virtual setting. We expected our students to be online when in quarantine if they were not sick.	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	65	Approved at 6/9/2021 State Board Meeting
338-1-002-20230214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom licenses for staff. Staff were expected to teach synchronous virtually with students when they were in quarantine (not sick). The license provided the teacher with more engagement tools. Monies for Go Guardian to filter content when students take devices home. Chromebook insurance to support students taking devices out of the building. MacBooks with special software for CTE courses.	\$ 31,201	\$ 3,420	\$ 27,781	\$ -	\$ -	65	Approved at the 10/20/2021 State Board Meeting
338-1-003-20230214	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Expenditure is for a summer school platform to provide instruction to target the achievement gaps in content understanding in high school students due to the Pandemic. This is the first year for our summer school.	\$ 37,200	\$ 9,300	\$ 27,900	\$ -	\$ -	65	Approved at the 10/20/2021 State Board Meeting
338-1-004-20230214	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district purchased water bottles, face masks, lanyards, school lunch paper products and bags for a sealing device in the kitchen that provides individual wrapping for food. These were all mitigating strategies.	\$ 15,952	\$ 15,952	\$ -	\$ -	\$ -	65	Change Request: Previously approved for \$15,951.27
338-1-005-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disinfectant, wipes, and chemical for cleaning	\$ 42,574	\$ 6,588	\$ 35,986	\$ -	\$ -	65	Change Request: Previously approved for \$42572.89

**Kansas CommonApp (2020)**

3775-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



gbgxmVKv

# 340\_Jefferson\_West\_ESSER II\_Plan\_08202021 (copy)

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## Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Jefferson West USD 340

**Applicant / Mailing Address**

PO Box 267  
3675 74th Street  
Meriden, KS 66512

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Pat Happer

**Applicant / Email Address of Owner, CEO, or Executive Director** pat.happer@usd340.org

**Applicant / Phone Number** 7854843444

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	Jefferson West
District Number	340
Mailing Address   Street Address	PO Box 267 3675 74th Street
Mailing   City	Meriden
Mailing Address   Zip Code	66512
Authorized Representative of the District   Name	Pat Happer
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	pat.happer@usd340.org
Authorized Representative of the District   Phone Number	+17854843444
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	marcia.ricklefs@usd340.org

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

Due to covid-19 the past 18 months, 25% of our students experienced learning loss, social-emotional challenges, and an inability to remain focused on their learning. Apathy was an issue for several as the learning at home in the spring of 2020 was new and challenging for students. During the 2020-2021 school year, about 20 percent of students who choose the remote learning option struggled to stay engaged in their learning. Some of the remote learning students with an IEP made it more challenging to provide the services necessary to learn and grow. We also had several students who participated in the in-person learning struggled to remain focused on their education. We made ongoing attempts to engage the students and their parents, sometimes with some success and not so much. Many students struggled and continue to with their social-emotional state of mind during this time for various reasons related to the covid virus. We initiated targeted after-school tutoring for students struggling academically at the high school and provided summer school experiences for nearly 100 students K-12 in 2021. Approximately 35 to 40% of our students received academic and/or social-emotional assistance last year, which will continue this year. Our teachers were all were asked to teach both in-person and remote learning students simultaneously. These additional duties placed a strain on everyone all year, and it appears that it will happen again this year.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

Covid-19 continues to present challenges as this year begins. We will continue to implement many of the procedures and interventions initiated this past year. Not having a school social worker was a challenge our students had to endure last year as several struggled due to the limited support we could provide. We are hiring a social worker who will be part of our district's mental health team that provides services to our students. All the teachers and staff who worked for us last year and returned for this year encountered additional strain on their daily routine. They had to address procedures related to covid that they didn't in previous years such as, zooming their lessons simultaneously while teaching in-person students, wearing a mask, cleaning desks after every class, instituting additional safeguards for students and staff, and so on. Our Board will recognize all those staff members, certified and classified, that returned this year with a retention incentive. It is a token of thanks for their commitment to our students and our district. We instituted and will continue additional after-school tutoring services for struggling students, along with those wanting extra support. Enhanced summer school programs were provided this year and again next year. Supplemental support programs in teaching students are being initiated to address learning loss and offer additional opportunities for students to retake or complete courses. Our Board would also like to provide a recruitment incentive to those staff members filling our open positions, as we lost about 19 employees due to the covid pandemic. Our focus is to improve services and programs for students, reduce the burdens on our staff, and recognize the efforts our staff members made for us to have a successful year and give us their best effort another year.

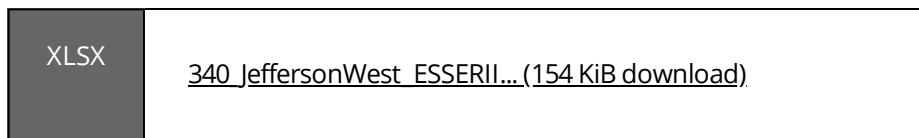
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Jefferson West will track the number of students who receive our social worker's services and our new programs, along with the improvements made in their grades and their well-being. We will use surveys to assist in determining the effectiveness of student's mental and social growth. Tracking student grades will assist in assessing the impact of programs initiated. Surveys will provide the opportunity to gauge parent opinions of how well we are meeting students' needs. Staff will participate in surveys to gauge their views of the programs initiated, their relationships with students, and their stress level with what comes our way this year.

### Notes on ESSER II application Excel template:

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

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



## Local Education Agency (LEA) Assurances

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

Providing principals and 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

Andrew Patton Happer

Date

08/20/2021

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

USD	District Name	Data as of
340	Jefferson West	1/31/2023

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
340-1-001-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The district provided three weeks of summer school sessions for students in the elementary school needing additional time and instruction to complete specific learning expectations in reading and math through cross curricular activities. Six teachers provided worked with 38 students in the summer school session program. Teachers spent time in advance of the summer sessions planning the summer program experiences for the students.	\$ 28,140	\$ 10,140	\$ 10,000	\$ 8,000	\$ -	0	Approved at the September 2021 State Board Meeting. Per narrative, We initiated targeted after-school tutoring for students struggling academically at the high school and provided summer school experiences for nearly 100 students K-12 in 2021. Enhanced summer school programs were provided this year and again next year. Supplemental support programs in teaching students are being initiated to address learning loss and offer additional opportunities for students to retake or complete courses. Covid-19 continues to present challenges as this year begins. We will continue to implement many of the procedures and interventions initiated this past year.
340-1-002-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Two teachers provided summer school services for 28 students in grades 5-8 needing additional time and instruction to complete specific learning expectations in the core curriculums; reading, math, science and social studies. A couple of students completed classes for promotion to the next grade. The rest of the expense for the summer 2021 session was provided with ESSER I funds. Plans for the summers of 2022 and 2023 may include additional teachers.	\$ 9,795	\$ 845	\$ 4,500	\$ 4,450	\$ -	0	Approved at the September 2021 State Board Meeting. Per narrative, We initiated targeted after-school tutoring for students struggling academically at the high school and provided summer school experiences for nearly 100 students K-12 in 2021. Enhanced summer school programs were provided this year and again next year. Supplemental support programs in teaching students are being initiated to address learning loss and offer additional opportunities for students to retake or complete courses. Covid-19 continues to present challenges as this year begins. We will continue to implement many of the procedures and interventions initiated this past year.

340-1-003-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Three to five Teachers will provide summer school sessions for students in grades 9-12 needing additional time and instruction to complete specific learning expectations in the core curriculums; reading, math, science and social studies, to complete courses, or classes they are behind in for credit to stay on course for graduation.	\$ 9,500	\$ -	\$ 5,000	\$ 4,500	\$ -	0	Approved at the September 2021 State Board Meeting. Per narrative, We initiated targeted after-school tutoring for students struggling academically at the high school and provided summer school experiences for nearly 100 students K-12 in 2021. Enhanced summer school programs were provided this year and again next year. Supplemental support programs in teaching students are being initiated to address learning loss and offer additional opportunities for students to retake or complete courses. Covid-19 continues to present challenges as this year begins. We will continue to implement many of the procedures and interventions initiated this past year.
340-1-004-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The district will hire instructional aides to help provided summer school learning services and to assist with interventions that will help students be successful during the summer learning sessions as explained above.	\$ 5,000	\$ -	\$ 2,500	\$ 2,500	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-005-20230214	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The district is hiring bus drivers to provided transportation for students to and from home to their respective buildings to receive summer learning services as described above for the length of time they are participating in summer learning services.	\$ 5,100	\$ -	\$ 2,800	\$ 2,300	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-006-20230214	Eligible	Direct Allocation	Vehicle Operation	Gasoline	12. Addressing learning loss among students, including vulnerable populations	The district is using vans and buses to provided transportation for students to and from home to their respective buildings to receive summer learning services as described above for the length of time they are participating in summer learning services.	\$ 1,600	\$ -	\$ 800	\$ 800	\$ -	0	Approved at the September 2021 State Board Meeting.

340-1-007-20230214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	The district is hiring a school social worker to help address the mental health and social needs of students negatively impacted by the covid virus. Student anxiety, poor attendance, apathy, and limited parent support are some of the areas that will be addressed by the school social worker. The social worker will be a liason and help the school build relationships with students and families to create a plan for students to address their social and emotional needs so they can be academically successful.	\$ 55,000	\$ -	\$ 55,000	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-008-20230214	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	The district is hiring a school social worker to help address the mental health and social needs of students negatively impacted by the covid virus as described above. This will cover the cost of Group Health Insurance.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-009-20230214	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	The district is hiring a school social worker to help address the mental health and social needs of students negatively impacted by the covid virus as described above. This will cover the cost of other benefits.	\$ 1,800	\$ -	\$ 1,800	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-010-20230214	Eligible	Direct Allocation	Instruction	Supplies & Materials	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	PPE and Related supplies for students and staff	\$ 12,123	\$ -	\$ 7,623	\$ 4,500	\$ -	0	Approved at the September 2021 State Board Meeting. Per narrative, All the teachers and staff who worked for us last year and returned for this year encountered additional strain on their daily routine. They had to address procedures related to covid that they didn't in previous years such as, zooming their lessons simultaneously while teaching in-person students, wearing a mask, cleaning desks after every class, instituting additional safeguards for students and staff, and so on.

340-1-011-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	The district will provide additional after-school tutoring programs for students that need additional academic support throughout the year. The sessions will be 2 to 4 evenings a week for about 60 minutes, beginning in September and ending in May. Depending on the number of students involved approximately three to five teachers will be involved during each one hour session.	\$ 22,000	\$ -	\$ 12,000	\$ 10,000	\$ -	0	Approved at the September 2021 State Board Meeting. Per narrative, We instituted and will continue additional after-school tutoring services for struggling students, along with those wanting extra support. Enhanced summer school programs were provided this year and again next year. Supplemental support programs in teaching students are being initiated to address learning loss and offer additional opportunities for students to retake or complete courses.
340-1-012-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Provide social security contributions for the additional after-school tutoring programs as described above.	\$ 1,100	\$ -	\$ 600	\$ 500	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-013-20230214	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	The district will purchase additional materials and supplies to supplement Tier 2 and Tier 3 strategies to support math and reading instruction and to support behavior intervention supports appropriate to the grade levels in each of the three district attendance centers.	\$ 29,200	\$ -	\$ 14,600	\$ 14,600	\$ -	0	Approved at the September 2021 State Board Meeting. Per narrative, Due to covid-19 the past 18 months, 25% of our students experienced learning loss, social-emotional challenges, and an inability to remain focused on their learning. Apathy was an issue for several as the learning at home in the spring of 2020 was new and challenging for students. Approximately 35 to 40% of our students received academic and/or social-emotional assistance last year, which will continue this year.
340-1-014-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Following a difficult year due to the covid virus the district lost the services of several certified staff members. The district's board of education would like to acknowledge 50 certified teachers that have returned for another year with a Premium Pay Retention Incentive in the net amount of \$500 per person for their continued dedication to the students in our district. Anticipated payment to occur in August.	\$ 40,050	\$ -	\$ 25,050	\$ 15,000	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-015-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security, Unemployment, & payroll taxes contribution part of the Premium Pay Retention Incentive for all certified staff members for the purpose as described above.	\$ 6,200	\$ -	\$ 6,200	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.



340-1-016-20230214	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	As part of the Premium Pay Retention Incentive for four certified administrators following a difficult year due to the covid virus where the district lost the services of several certified and classified staff members. The district's board of education would like to acknowledge the certified administrative staff members that have returned for another year with a Premium Pay Retention Incentive in a net amount of \$500 per person for their continued dedication to the students in our district. Anticipated payment to be made in August.	\$ 3,255	\$ -	\$ 2,005	\$ 1,250	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-017-20230214	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	Social Security, Unemployment, & payroll taxes contribution part of the Premium Pay Retention Incentive for all administrative certified staff members for the purpose as described above.	\$ 496	\$ -	\$ 496	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-018-20230214	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	Following a difficult year due to the covid virus the district lost the services of several classified staff members. The district's board of education would like to acknowledge the 51 non-certified Instruction, Food Service, Transportation, Maintenance, Custodial, Clerical, administration staff members that have returned for another year with a Premium Pay Retention Incentive in the net amount of \$500 per person for their continued dedication to the students in our district. Anticipated payment to be made in August.	\$ 40,551	\$ -	\$ 25,551	\$ 15,000	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-019-20230214	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	Social Security, Unemployment, & payroll taxes contribution part of the Premium Pay Retention Incentive for all classified; Instruction, Food Service, Transportation, Maintenance, Custodial, Clerical, Administration staff members for the purpose as described above.	\$ 6,324	\$ -	\$ 6,324	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.

340-1-020-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The district lost the services of six certified staff members. The district's board of education would like to acknowledge the six newly hired certified staff members that signed on to work with the students at USD 340 with a Premium Pay Recruitment Incentive in a net amount of \$500 per person to be paid in September.	\$ 3,006	\$ -	\$ 3,006	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-021-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security, unemployment, & payroll taxes contribution part of the Premium Pay Recruitment Incentive for all newly hired certified staff members for the purpose as described above.	\$ 744	\$ -	\$ 744	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-022-20230214	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	The district lost the services of several classified staff members. The district's board of education would like to acknowledge the nine newly hired classified staff members that signed on to work with the students at USD 340 with a Premium Pay Recruitment Incentive in a net amount of \$500 per person. Anticipated payments will be made with 50% in October and the remaining 50% in January.	\$ 4,510	\$ -	\$ 4,510	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-023-20230214	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	Social Security, unemployment, & payroll taxes contribution part of the Premium Pay Recruitment Incentive for all newly hired classified staff members for the purpose as described above.	\$ 1,116	\$ -	\$ 1,116	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.
340-1-024-20230214	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	The district lost the services of a certified administrator. The district's board of education would like to acknowledge the newly hired administrator that signed on to work with the students at USD 340 with a Premium Pay Recruitment Incentive in a net amount of \$500 to be paid in September.	\$ 501	\$ -	\$ 501	\$ -	\$ -	0	Approved at the September 2021 State Board Meeting.

340-1-025-20230214	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	Social Security, unemployment, & payroll taxes contribution part of the Premium Pay Recruitment Incentive for the newly hired administrator for the purpose as described above.	\$ 126	\$ -	\$ 126	\$ -	\$ -	0	Change Request: added \$2.00 to line item
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**Kansas CommonApp (2020)**

3763-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



EowNEYID

# 357\_Belle Plaine\_ESSER II Plan\_0727 (copy)

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Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Unified School District No 357
<b>Applicant / Mailing Address</b>	
	PO Box 760 719 N Main St Belle Plaine, KS 67013
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Becke Shivers
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	bshivers@usd357.org
<b>Applicant / Phone Number</b>	316-209-8549

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

[Download Form W-9](#)

PDF	<a href="#">USD 357 W9 Form.pdf (47 KiB download)</a>
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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	Belle Plaine
District Number	357
Mailing Address   Street Address	PO Box 760
Mailing   City	Belle Plaine
Mailing Address   Zip Code	67013
Authorized Representative of the District   Name	Kelly Arnberger
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	karnberger@usd357.org
Authorized Representative of the District   Phone Number	+16204882288
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	bshivers@usd357.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.

While facing limited interruption, the pandemic revealed two key areas of need, better ventilation and alignment of academic interventions to engage learning at high level. To improve the air quality without replacing whole HVAC systems, the district has invested in I-wave filters to mitigate the risk of virus spread. There have been over 2200 cases reported in Sumner County and while on-site testing and other continued protocols decreased interruption, better air quality and movement should enhance safety. Our entire student population was affected by the pandemic. In order to increase learning, the entire elementary faculty and several middle and secondary faculty members underwent "Pathways to Reading" training. We believe the consistency in teaching practice will not only mitigate any loss but accelerate the pace at which students learn to read and read to learn. The consistency will allow for better aligning of interventions and probable efficacy of the interventions. Beyond intervention is the opportunity to grow from the pandemic. We will use ESSER II funds to support our new post secondary success program. The program aligns with the Kansas Work-Based Learning continuum. The pandemic stalled many KSDE initiatives in this arena and students were deprived of these learning opportunities. By hiring a coordinator, we will be able to

mitigate that harm by building efficacious opportunities for students immediately so our current juniors and seniors are better prepared for post-secondary success.

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 educaitonal agency on sanitation and minimizing the spread of infectious diseases.

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

We will utilize ESSER II funding to finish our I-wave project to augment our safety protocols. We will utilize monies to provide premium and hazard pay to faculty and staff to ensure we have the necessary personnel to not only continue to provide for the safety of students but also a qualified faculty to ensure the greatest learning environment possible for students.

We will invest ESSER II funds into the necessary resources to ensure "Pathways to Reading" is used as a teaching and intervention tool with fidelity. Finally, we will invest funds in our post-secondary success coordinator to develop the programs, relationships, and off-campus opportunities to ultimately see our post-secondary effectiveness rate come in at well above two deviations beyond the norm.

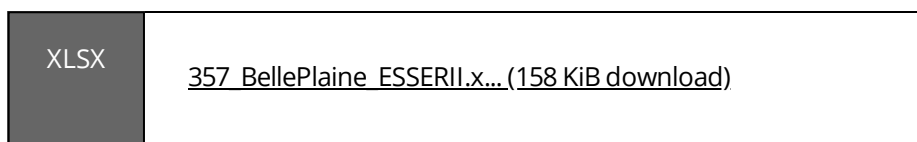
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will utilize NWEA MAP data from grades K-11 as one metric to measure current attainment and growth. We will also compare absences and enrollment to determine if our efforts are having a positive impact. Ultimately, our district plan will include a goal for post-secondary effectiveness rate two standard deviations above the norm for our at-risk factors.

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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



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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

## Certification

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

Electronic Signature

Dr. Kelly Arnberger

Date

07/27/2021

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

USD	District Name	Data as of
357	Belle Plaine	1/27/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
357-1-001-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Premium pay in order to retain teachers for extra duties and responsibilities necessary during the ongoing staffing shortages brought on by COVID	\$ 25,500	\$ -	\$ 25,500	\$ -	\$ -	83	Approved at the 9/10/2021 State Board Meeting. Paid out Nov 2021. This was for 51 teachers at \$500
357-1-002-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hired 3 additional paras, one for each building, to support the districts efforts to address learning loss.	\$ 22,925	\$ -	\$ 22,925	\$ -	\$ -	83	New Line Item
357-1-003-20230214	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Cost of fringe benefits provided for additional paras	\$ 4,889	\$ -	\$ 4,889	\$ -	\$ -	83	New Line Item
357-1-004-20230214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Belle Plaine USD 357 has developed a school community-career program. The purpose it to connect students to potential careers. We provide resources that were not previously available.	\$ 26,250	\$ -	\$ 26,250	\$ -	\$ -	83	Change Request: Previously approved for \$40,000 in SFY 2022; program relates to COVID-19; Applicant responded via email: The addition of this position will alleviate the stress placed upon our counselors. This position will focus on college and career readiness and post-secondary success allowing our counselors to focus on the social emotional needs of our students brought on by COVID-19.

357-1-005-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	5-day Pathways training for 24 teachers paid at the teachers daily rate. The Pathways program will address learning loss and future growth.	\$ 31,370	\$ -	\$ 31,370	\$ -	\$ -	83	New Line Item
357-1-006-20230214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	11A. Planning and implementing summer learning or enrichment programs	Cost associated with providing on-site Pathways Training, ESSDACK Trainers, mileage, meals.	\$ 27,700	\$ -	\$ 27,700	\$ -	\$ -	83	Change Request: Previously approved for \$16,500 in SFY 2022
357-1-007-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	5-day training for Pathways paid at the administrators daily rate. The Pathways program will address learning loss and future growth.	\$ 5,753	\$ -	\$ 5,753	\$ -	\$ -	83	Change request: Previously approved for \$75,000 in SFY 2022; This was for 3.5 administrators. One administrator only went part-time.
357-1-008-20230214	Eligible	Direct Allocation	Student Transportation	Part-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Premium pay for higher expectation of cleanliness, environment and execution of safety measures.	\$ 1,750	\$ -	\$ 1,750	\$ -	\$ -	83	Change Request: Previously approved for \$2,000 in FY 2022; Paid out Nov 2021. 3 part-time people received \$250 and 9 full time people received \$500
357-1-009-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to	Purchase and installation of filters to ensure optimal air quality, to reduce the probability of transmission of COVID-19	\$ 19,495	\$ -	\$ 19,495	\$ -	\$ -	83	Change Request: Previously approved for \$62,396 in SFY 2022; Allowable if meets CDC guidelines.
357-1-010-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Purchased lanyards and supplies in order for students to safely carry lunch ticket bar codes that can be scanned hands-free rather than touching a keypad.	\$ 480	\$ -	\$ 480	\$ -	\$ -	83	New Line Item
357-1-011-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Premium pay for higher expectations of sanitation and cleanliness and proper execution of safety measures.	\$ 5,250	\$ -	\$ 5,250	\$ -	\$ -	83	Change Request: Previously approved for \$6,000 in FY 2022; Paid out Nov 2021. 3 part-time people received \$250 and 9 full time people received \$500

357-1-012-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Supervise and coordinate summer school activities including skill building, addressing loss, and credit recovery.	\$ 4,050	\$ -	\$ 4,050	\$ -	\$ -	83	Change Request: Previously approved for \$3,750 in SFY 2021; Staff information; Applicant responded via email: Our Elementary Principal and High School Principal supervised and coordinated all summer school activities including transportation, staffing and food service as well as skill building addressing learning loss and credit recovery.
357-1-013-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School instruction to address learning loss	\$ 11,694	\$ -	\$ 11,694	\$ -	\$ -	83	New Line Item; Program information; Applicant responded: 5 teachers serving 50 students for a 5-week period this summer.
357-1-014-20230214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased hot spots to check out to families lacking internet access. Purchased programs from NWEA Map, Shurley, IXL, Renaissance Learning to support effective instruction and to help identify and address learning loss.	\$ 55,094	\$ -	\$ 55,094	\$ -	\$ -	83	New Line Item
357-1-015-20230214	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Premium pay for additional duties and responsibilities necessary to address student and staff safety and to continue to provide an effective learning environment.	\$ 500	\$ -	\$ 500	\$ -	\$ -	83	Approved at the 9/10/2021 State Board Meeting. Paid out Nov 2021. One person full time received \$500
357-1-016-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Premium pay for additional duties and responsibilities necessary to address student and staff safety and to continue to provide an effective learning environment.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	83	Approved at the 9/10/2021 State Board Meeting. Paid out Nov 2021. 4 full time school administrators received \$500
357-1-017-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Premium pay necessary to remain competitive with other businesses and schools. It is necessary to be fully staffed to meet the extraordinary needs of our students throughout this school year.	\$ 13,250	\$ -	\$ 13,250	\$ -	\$ -	83	Change request: Previously approved for \$9,500 in SFY 2022Paid out Nov 2021. 3 part-time staff received \$250 and 25 full-time staff at \$500.

357-1-018-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Teaching and classroom supplies necessary to address learning loss including books and manipulatives	\$ 6,196	\$ -	\$ 6,196	\$ -	\$ -	83	New Line Item; Supplies and learning materials for elementary students to address learning loss.
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**Kansas CommonApp (2020)**

3761-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



mQBKEvOv

# 374\_Sublette\_ESSER II Plan\_0727 (copy) (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Unified School District #374

**Applicant / Mailing Address**

PO Box 670  
Sublette, KS 67877

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Rex Bruce

**Applicant / Email Address of Owner, CEO, or Executive Director** rexb@usd374.org

**Applicant / Phone Number** 620-675-2277

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)** 48-0724318

**Applicant / Website Address (if applicable)** www.usd374.org

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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	Sublette Schools
District Number	374
Mailing Address   Street Address	PO Box 670 / 105 West Fern
Mailing   City	Sublette, KS
Mailing Address   Zip Code	67877
Authorized Representative of the District   Name	Rex Bruce
Authorized Representative of the District   Position or Title	Superintendent of Schools
Authorized Representative of the District   Email Address	rexb@usd374.org
Authorized Representative of the District   Phone Number	+16206752277
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	clathen@usd374.org
Other District Representative 2   Email Address	paula@usd374.org

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

The impact of COVID-19 on our district was significant. The cost of specific supplies, extra personnel, extra labor hours needed to meet safety protocols, and adding learning spaces all took a toll, despite supplemental funding. One of the highest, non-monetary costs, was the heavy emotional strain on students and teachers. Helping students with their fears, coping with personal fear, and dealing with the stress of teaching on-line and in-person simultaneously, were all arduous, wearing, tasks. The restrictive environment, in conjunction with the unfamiliarity and uncertainty of everything, took a toll on student learning, as well. Last year our district had over a 50% poverty level. This drastically impeded the hybrid/remote learning platforms; families simply could not afford internet nor equipment. In addition, our district had 72 students from the Mennonite community enrolled. This community has a deep-seeded distrust of all things government related. The combative resistance to all CDC guidelines and regulations added to the daily struggles in all buildings.



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

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

Our district uses an education cooperative to meet the needs of our special education students (High Plains Educational Cooperative). They have funds remaining, our district side does not. Their entity has recently changed directors and we were notified they will advise us of how their remaining fund will be spent, so funds may be drawn down.

**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 district will use the funds to target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be measured using evidenced based assessments, data will be analyzed and disaggregated. Strategies will then be planned, implemented, and subsequent on-going assessments given, in order to determine gains. Teaching PLCs and by-grade planning will be completed prior to the start of the 2021-22 school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training. Additional training and strategy planning will take place targeting distinct needs of our district ESL students. Further, we will implement new protocol for public access to our facilities, in effort to better control non-personnel interaction in buildings.

To further supplement student learning, a complete district after-school program will be planned and implemented.

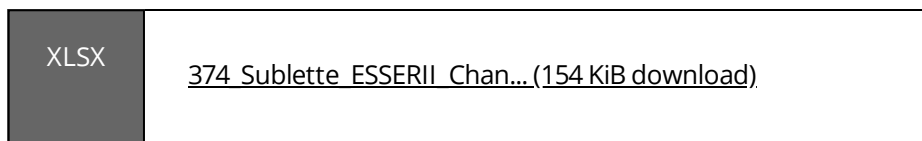
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Most immediate will be comprehensive, and on-going, leaning assessment in all core subject areas. By planning and implementing a comprehensive afterschool, and In addition, the district will continue the close working relationship with county health officials, to monitor and address COVID-19 positive cases, and mandatory quarantining of students and personnel when applicable. With this impetus, we are hopeful our efforts will minimize risk of contact/spread of COVID-19, and its variants, as much as possible, allowing in-person learning to continue.

### **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

Rex Bruce

Date

11/12/2021

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USD	District Name	Data as of
374	Sublette	1/27/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
374-1-001-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	47010	Approved at 9/14/2021 State Board Meeting
374-1-002-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 612	\$ -	\$ 612	\$ -	\$ -	47001	Approved at 9/14/2021 State Board Meeting
374-1-003-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	47031	Approved at 9/14/2021 State Board Meeting
374-1-004-20230214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Expansion of Title 1 program, which will target loss in student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 306	\$ -	\$ 306	\$ -	\$ -	47072	Approved at 9/14/2021 State Board Meeting

374-1-005-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	47000	Approved at 9/14/2021 State Board Meeting
374-1-006-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 383	\$ -	\$ 383	\$ -	\$ -	47011	Approved at 9/14/2021 State Board Meeting
374-1-007-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 40,800	\$ -	\$ 40,800	\$ -	\$ -	47010	Approved at 9/14/2021 State Board Meeting
374-1-008-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Using ESL personnel to, target loss in ESL student learning during the COVID-19 school closing SY 2019-2020, and through the difficult 2020-21 school year. Students will be assessed, using evidence based assessments, data will be compiled and analyzed, strategies planned, implemented, and subsequent on-going assessments given, in order to determine gains.	\$ 3,121	\$ -	\$ 3,121	\$ -	\$ -	47001	Approved at 9/14/2021 State Board Meeting
374-1-009-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training.	\$ 45,500	\$ -	\$ 45,500	\$ -	\$ -	47015	Approved at 9/14/2021 State Board Meeting
374-1-010-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training.	\$ 3,480	\$ -	\$ 3,480	\$ -	\$ -	47001	Approved at 9/14/2021 State Board Meeting



374-1-011-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	47061	Approved at 9/14/2021 State Board Meeting
374-1-012-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 306	\$ -	\$ 306	\$ -	\$ -	47070	Approved at 9/14/2021 State Board Meeting
374-1-013-20230214	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	47062	Approved at 9/14/2021 State Board Meeting
374-1-014-20230214	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 77	\$ -	\$ 77	\$ -	\$ -	47071	Approved at 9/14/2021 State Board Meeting
374-1-015-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	47063	Approved at 9/14/2021 State Board Meeting
374-1-016-20230214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 153	\$ -	\$ 153	\$ -	\$ -	47072	Approved at 9/14/2021 State Board Meeting
374-1-017-20230214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 500	\$ -	\$ 500	\$ -	\$ -	47068	Approved at 9/14/2021 State Board Meeting

374-1-018-20230214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 38	\$ -	\$ 38	\$ -	\$ -	47075	Approved at 9/14/2021 State Board Meeting
374-1-019-20230214	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	47065	Approved at 9/14/2021 State Board Meeting
374-1-020-20230214	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 268	\$ -	\$ 268	\$ -	\$ -	47073	Approved at 9/14/2021 State Board Meeting
374-1-021-20230214	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	47066	Approved at 9/14/2021 State Board Meeting
374-1-022-20230214	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 191	\$ -	\$ 191	\$ -	\$ -	47074	Approved at 9/14/2021 State Board Meeting
374-1-023-20230214	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	47067	Approved at 9/14/2021 State Board Meeting
374-1-024-20230214	Eligible	Direct Allocation	Monitoring Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 153	\$ -	\$ 153	\$ -	\$ -	47069	Approved at 9/14/2021 State Board Meeting

374-1-025-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	47020	Approved at 9/14/2021 State Board Meeting
374-1-026-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Teaching PLCs and by-grade planning will be prepared prior to the start of the school year. All classified support staff will be involved in this planning process. In addition, all staff will participate in SY 2021-22 safety and wellness protocol training	\$ 459	\$ -	\$ 459	\$ -	\$ -	47011	Approved at 9/14/2021 State Board Meeting
374-1-027-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 108,058	\$ -	\$ 91,757	\$ 16,301	\$ -	47010	Change Request: Previously approved for \$91,757 FY 22.
374-1-028-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 7,019	\$ -	\$ 7,019	\$ -	\$ -	47001	Approved at 9/14/2021 State Board Meeting
374-1-029-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 13,838	\$ -	\$ 13,838	\$ -	\$ -	47020	Approved at 9/14/2021 State Board Meeting
374-1-030-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 1,059	\$ -	\$ 1,059	\$ -	\$ -	47011	Approved at 9/14/2021 State Board Meeting
374-1-031-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 3,060	\$ -	\$ 3,060	\$ -	\$ -	46800	Approved at 9/14/2021 State Board Meeting
374-1-032-20230214	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 4,800	\$ -	\$ 4,800	\$ -	\$ -	47025	Approved at 9/14/2021 State Board Meeting

374-1-033-20230214	Eligible	Direct Allocation	Monitoring Services	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	To further supplement student learning, a complete district after-school program will be planned and implemented.	\$ 367	\$ -	\$ 367	\$ -	\$ -	47069	Approved at 9/14/2021 State Board Meeting
374-1-034-20230214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	10. Providing mental health services and supports	NEW REQUEST***Substitute teachers covering for certified employees out with COVID-19, or mandated quarantine.	\$ 21,186	\$ 21,186	\$ -	\$ -	\$ -	47090	Change request: Previously approved for \$19,185.54 FY 21.
374-1-035-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW REQUEST**Substitute teachers FICA, while covering for certified employees out with COVID-19, or mandated quarantine.	\$ 1,463	\$ 1,463	\$ -	\$ -	\$ -	47095	Approved at 11/9/22 State Board.

**Kansas CommonApp (2020)**

3757-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qdJellwG

# 398\_PeabodyBurns\_ESSERII Plan Application Change\_0826 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** USD 398 Peabody-Burns

**Applicant / Mailing Address**

506 Elm Street  
Peabody, KS 66866

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Lisa Hodges

**Applicant / Email Address of Owner, CEO, or Executive Director** lhodges@usd398.com

**Applicant / Phone Number** 620-983-2198

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)** 480697987

**Applicant / Website Address (if applicable)** usd398.net

**Applicant /** Child Care Licensing                      0068826-013  
Number (if applicable)

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

Peabody-Burns U.S.D. 398 is committed to developing productive citizens, teaching for life-long learning, and promoting excellence in every student.

**Fiscal Agent /** Name (if applicable)                      Antoinette Root

**Fiscal Agent /** Email (if applicable)                      aroot@usd398.com

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

506 Elm Street  
Peabody, KS 66866

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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	Peabody-Burns
District Number	398
Mailing Address   Street Address	506 N Elm St
Mailing   City	Peabody
Mailing Address   Zip Code	66866
Authorized Representative of the District   Name	Lisa Hodges
Authorized Representative of the District   Position or Title	Clerk
Authorized Representative of the District   Email Address	lhodges@usd398.com
Authorized Representative of the District   Phone Number	+16209832198
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	aroot@usd398.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.

Submission of changes to the original application.

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

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

Since the 2020-2021 school year, our school and district have faced the challenges of not only educating our students, but also helping those students through their social/emotional needs with the trauma endured since the pandemic. The hardships and trauma of our students has pushed our staff to wear yet another hat to help those students socially and emotionally. Since 2020, our student at risk population has skyrocketed to 80% according to our Fastbridge SAEBR'S data.

**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.

For grades 6-12 we would like to help our students with those needs and bridge that gap of teacher sanity is with the continuation of CharacterStrong. The CharacterStrong Curriculum was purchased with ESSER funds and is used to provide social/emotional lessons to grades 6-12. By providing SEL lessons to students, has helped to combat the trauma students endured through COVID and will help them build necessary life skills. We would like the annual fee of this curriculum to be covered so we can continue it.

We would like to further help our students in grades PreK - 5 with the curriculum SCUTA. SCUTA is used to develop a data-driven, evidence based school counseling program. By collecting and sharing data as a school and district, we will be able to develop, evaluate, and improve communication and collaboration between staff and schools in the district. It will help organize and document small group instruction, and individual meetings.

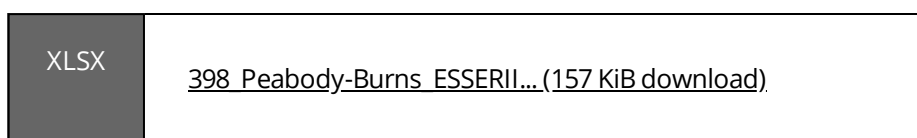
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Changes to application submitted

### **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

Lisa Hodges

Date

05/16/2022

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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
398	Peabody-Burn	1/27/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
398-1-001-20230214	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School 2021 and Summer 2022 Staffing	\$ 8,808	\$ -	\$ 8,808	\$ -	\$ -	E 1000 111 0001 000	Approved at the 7/12/2022 State Board Meeting
398-1-002-20230214	Eligible	Direct Allocation	Support Services (Students)	Textbooks	10. Providing mental health services and supports	SEL Curriculum for PreK - 12 students	\$ 12,389	\$ -	\$ 12,389	\$ -	\$ -	E 2100 644 0000 000	Approved at the 7/12/2022 State Board Meeting
398-1-003-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning Supplies	\$ 8,926	\$ -	\$ 8,926	\$ -	\$ -	E 2600 610 0000 000	Approved at the 7/12/2022 State Board Meeting
398-1-004-20230214	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	Air Filters, upkeep of the classrooms and building to meet CDC guidelines	\$ 744	\$ -	\$ 744	\$ -	\$ -	E 2600 430 0000 000	Approved at the 7/12/2022 State Board Meeting
398-1-005-20230214	Eligible	Direct Allocation	Support Services - General Administration	Property	3. Providing principals and other school leaders with resources to address individual school needs	Improve Admin Technology to better assess, plan and meet the needs of students due to circumstances created by COVID 19	\$ 1,538	\$ -	\$ 1,538	\$ -	\$ -	E 2300 700 0000 000	Approved at the 7/12/2022 State Board Meeting
398-1-006-20230214	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Supplies and opportunities for summer school children who have experienced learning loss	\$ 955	\$ -	\$ 955	\$ -	\$ -	E 1000 600 0000 000	Approved at the 7/12/2022 State Board Meeting
398-1-007-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 25,500	\$ -	\$ 25,500	\$ -	\$ -	E 1000 111 0000 000	Approved at the 7/12/2022 State Board Meeting
398-1-008-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	E 1000 120 0000 000	Approved at the 7/12/2022 State Board Meeting

398-1-009-20230214	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	E 2300 100 0000 000	Approved at 9/21/2021 SB. Update from district: All full time staff will receive \$1,000 per person. They will receive \$500 in January and \$500 in June. Part time staff will receive \$250 in January and \$250 in June.  Per narrative: This will compensate all staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; 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.
398-1-010-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	E 2400 100 0000 000	Approved at the 7/12/2022 State Board Meeting
398-1-011-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application and summer school Transportation	\$ 6,008	\$ -	\$ 6,008	\$ -	\$ -	E 2600 120 0000 000	Approved at the 7/12/2022 State Board Meeting
398-1-012-20230214	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	E 2700 120 0000 000	Approved at 9/21/2021 SB. Update from district: All full time staff will receive \$1,000 per person. They will receive \$500 in January and \$500 in June. Part time staff will receive \$250 in January and \$250 in June.  Per narrative: This will compensate all staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; 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.

398-1-013-20230214	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	E 2300 110 0000 000	<p>Approved at 9/21/2021 SB. Update from district: All full time staff will receive \$1,000 per person. They will receive \$500 in January and \$500 in June. Part time staff will receive \$500. They will receive \$250 in January and \$250 in June.</p> <p>Per narrative: This will compensate all staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; 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.</p>
398-1-014-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	E 2400 110 0000 000	<p>Approved at 9/21/2021 SB. Update from district: All full time staff will receive \$1,000 per person. They will receive \$500 in January and \$500 in June. Part time staff will receive \$500. They will receive \$250 in January and \$250 in June.</p> <p>Per narrative: This will compensate all staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; 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.</p>

398-1-015-20230214	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Fundations is a multisensory systematic phonics curriculum. Fundations is an engaging curriculum that helps frame the groundwork to key reading skills for student success. They use a multi-tiered system for learning phonemic awareness, phonics, spelling and more. I have personally seen this curriculum in action and believe as a district we could flourish with our reading skills. Since the 2019-2020 school year, we have seen a huge turnover in staff from year to year. Having this curriculum will make for an easy transition as the scripted lessons are user friendly. This curriculum is engaging and is what students need to bridge the gap. Due to the pandemic, our reading fluency scores from the year 2020 to present have fallen from 56% of students on grade level to 43%. As a school, we believe the fundations Prevention and Early Intervention series will help teachers individualize standards concerning each student's needs.	\$ 8,932	\$ -	\$ -	\$ 8,932	\$ -	07E10006440001000	Approved at the 7/12/2022 State Board Meeting
398-1-016-20230214	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	With the decrease in reading scores since the beginning of Covid-19, I believe it is important to purchase the writing curriculum TOP SCORE WRITING. Our reading scores have dropped significantly since 2020 and our ability to produce an informative, narrative, and opinion piece has not met standards. Reading Fluency has dropped from 56% of our students on grade level to 43% from 2020 to our current year 2022. Top Score Writing is a curriculum that reviews the structure and components of writing. It includes the four types of writing; informative, opinion/argumentative, narrative and expository, which are covered in our state standards. It follows Lexile levels just like our reading scores on Fastbridge and is ability appropriate. As educators we know that writing is an important component of language arts skills and works in conjunction with reading skills to improve communication skills.	\$ 6,484	\$ -	\$ -	\$ 6,484	\$ -	07E10006440001000	Approved at the 7/12/2022 State Board Meeting
398-1-017-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD #398 is looking to increase our MTSS Math program at the JH/HS level due to the reduction of state assessment scores in Math due to students not being in school as a result of the Covid pandemic. In 2021 the percentage of students who were at level 3 & 4 in Math was 23.88% as compared to the state at 27.89%. In order to accomplish this we want to hire an additional math teacher. This would allow us to provide smaller group instruction for a wider variety of differentiation to help more students both in math classes and improving our MTSS program.	\$ 38,874	\$ -	\$ -	\$ 38,874	\$ -	07e10001100000000	Change Request: Previously approved for \$38,000 in SFY 2023



398-1-018-20230214	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Health insurance for the Math position mentioned.	\$ 7,668	\$ -	\$ -	\$ 7,668	\$ -	07e1000213000000	Approved at the 7/12/2022 State Board Meeting
398-1-019-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for the Math position mentioned.	\$ 2,907	\$ -	\$ -	\$ 2,907	\$ -	07E1000220000000	Approved at the 7/12/2022 State Board Meeting
398-1-020-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for Preimum Pay, 2021 Summer School & Substitutes	\$ 2,114	\$ -	\$ 2,114	\$ -	\$ -	07E1000220000000	Approved at the 7/12/2022 State Board Meeting
398-1-021-20230214	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	Substitutes for Staff with COVID or Quarintined	\$ 2,275	\$ -	\$ 2,275	\$ -	\$ -	07E1000220000000	Approved at the 7/12/2022 State Board Meeting
398-1-022-20230214	Eligible	Direct Allocation	Instruction	Working after retirement - KPERs	12. Addressing learning loss among students, including vulnerable populations	Working After RetirementPenalty on Premium Pay	\$ 36	\$ -	\$ 36	\$ -	\$ -	07E1000231000000	Approved at the 7/12/2022 State Board Meeting
398-1-023-20230214	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment for Premium Pay, Substitutes & Summer school 2021	\$ 14	\$ -	\$ 14	\$ -	\$ -	07E1000260000000	Approved at the 7/12/2022 State Board Meeting
398-1-024-20230214	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Health Science Curriculum	\$ 158	\$ -	\$ 158	\$ -	\$ -	07E1000644000400	Approved at the 7/12/2022 State Board Meeting; Applicant responded via email: Healthcare Science Technology online curriculum for quarantine students and students who missed the class last year due to COVID and needed access at home as they were in quarantine. This allowed them to not fail behind in the required graduation credits.
398-1-025-20230214	Eligible	Direct Allocation	Instruction	Property	3. Providing principals and other school leaders with resources to address individual school needs	Docking station for surface pro	\$ 260	\$ -	\$ 260	\$ -	\$ -	07E1000700000000	Approved at the 7/12/2022 State Board Meeting; Applicant responded via email: This allowed the administration to have mobility when contact tracing students and staff. This allowed administration to document at the immediate time, which allowed others to see real time results. The surface pro device was purchased with ESSER II funds.
398-1-026-20230214	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security of Gen Admin Premium Pay	\$ 230	\$ -	\$ 230	\$ -	\$ -	07E2300220000000	Approved at the 7/12/2022 State Board Meeting

398-1-027-20230214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security of School Admin Premium Pay	\$ 383	\$ -	\$ 383	\$ -	\$ -	07E2300220000000	Approved at the 7/12/2022 State Board Meeting
398-1-028-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security of Operations Staff	\$ 306	\$ -	\$ 306	\$ -	\$ -	07E2600220000000	Approved at the 7/12/2022 State Board Meeting; Applicant responded via email: This is social security for wages to the custodians. We hired a part time custodian to help with the extra sanitation duties assigned to our current custodial staff due to the CDC recommendations. We also gave premium pay to the custodial staff which also had social security expenses.
398-1-029-20230214	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social security for Bus Drivers for 2021 Summer School and Premium Pay	\$ 460	\$ -	\$ 460	\$ -	\$ -	07E2700220000000	Approved at the 7/12/2022 State Board Meeting
398-1-030-20230214	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Unemployment for Premium Pay	\$ 3	\$ -	\$ 3	\$ -	\$ -	07E2300260000000	Approved at the 7/12/2022 State Board Meeting
398-1-031-20230214	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment for Premium Pay	\$ 5	\$ -	\$ 5	\$ -	\$ -	07E2400260000000	Approved at the 7/12/2022 State Board Meeting
398-1-032-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment for Premium Pay	\$ 4	\$ -	\$ 4	\$ -	\$ -	07E2600260000000	Approved at the 7/12/2022 State Board Meeting
398-1-033-20230214	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment for Premium Pay	\$ 7	\$ -	\$ 7	\$ -	\$ -	07E2700260000000	Approved at the 7/12/2022 State Board Meeting
398-1-034-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical 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	Air Quality Study performed by Engineering Services	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	07E2600300000000	Approved at the 7/12/2022 State Board Meeting; Applicant responded via email: The air quality study was completed to help determine if the classrooms were receiving enough fresh air and air circulation to meet the CDC standards. It was determined through the study that we did not have adequate circulation and need to address this area. Without this study we would not have this information and would not have been able to remediate the situation to better protect our staff and students.

**Kansas CommonApp (2020)**

3760-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



pQRZARVP

# 404\_Riverton\_ESSER II Plan\_Change\_0728 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** USD 404 Riverton

**Applicant / Mailing Address**

PO Box 290  
Riverton KS 66770

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

**Applicant / Email Address of Owner,  
CEO, or Executive Director** tberry@usd404.org

**Applicant / Phone Number** 620-848-3386

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	Riverton
District Number	404
Mailing Address   Street Address	P.O. Box 290
Mailing   City	Riverton
Mailing Address   Zip Code	66770
Authorized Representative of the District   Name	Todd Berry
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	tberry@usd404.org
Authorized Representative of the District   Phone Number	+16208483386
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	snowlin@usd404.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.

This submission is a change to a previously approved application.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

This submission is a change to a previously approved application.

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

This submission is a change to a previously approved application.

### **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
404	Riverton	1/27/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
404-1-001-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: We will be providing a summer school program to address learning loss and prevent summer slide. 12 staff members at \$35/hr x 80 hours; 2 bus drivers at \$19.95 per hour plus benefits. This is an increase in the hourly rate to stay competitive with how area school districts compensated their summer staff. We are asking that this expense be moved to SFY 22 and SFY 23 as we were able to fund SFY21 summer school with remaining CARES money.	\$ 84,385	\$ -	\$ 41,385	\$ 43,000	\$ -	77 1000 110	Approved at 9/10/2021 State Board Meeting
404-1-002-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST: After-school programming to address the needs of students who will benefit from extended learning opportunities. 12 staff at \$35/hr x 240 hours, 2 bus drivers at \$19.95/ hour plus benefits. Hourly rate increased to be more in alignment with how other area schools are compensating their after-school teachers.	\$ 110,628	\$ -	\$ 110,628	\$ -	\$ -	77 1000 110	Approved at 9/10/2021 State Board Meeting

404-1-003-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST: Maintain the employment of an elementary classroom teacher to maintain reduced class size and ensure our ability to continue meeting the needs of low income students and students with disabilities. Salary+benefits. Removed one year from what was previously planned to free up some budget space for other items.	\$ 60,261	\$ -	\$ 60,261	\$ -	\$ -	77 1000 110	Approved at 9/10/2021 State Board Meeting
404-1-004-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will be hiring a half-day paraprofessional to work in our Title Math program to address student learning loss. 1 staff member at \$13/hour x 740 hours plus benefits.	\$ 21,222	\$ -	\$ 10,454	\$ 10,768	\$ -	77 1000 120	Approved at 6/11/2021 State Board Meeting
404-1-005-20230214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	We will be contracting services with Greenbush ERC to provide a specialist in literacy and instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77 1000 300	Approved at 6/11/2021 State Board Meeting
404-1-006-20230214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST We will be purchasing a Fastbridge subscription from Illuminate Education. We will utilize this to collect data on students in both academics and social-emotional needs. This amount has been amended to represent a correction to the cost. Likewise, the amount entered represents a 3 year term	\$ 24,056	\$ -	\$ 11,022	\$ 6,517	\$ 6,517	77 1000 650	Approved at 9/10/2021 State Board Meeting
404-1-007-20230214	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We propose to purchase Zoom licensing for all teachers and administrators so that we have the ability to provide online instruction in the event of quarantine or short-term school closure.	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	77 1000 650	Approved at 6/11/2021 State Board Meeting

404-1-008-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	District wide summer institute for professional development for implementation of FastBridge, curriculum development, instructional technology, etc. Two days at \$24/hr x 62 teachers	\$ 23,800	\$ -	\$ 23,800	\$ -	\$ -	77 1000 110	Approved at 6/11/2021 State Board Meeting
404-1-009-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: We will be providing a \$500 retention payment for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff so that they do not leave for higher paying positions.	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	77 1000 110	Approved at 9/10/2021 State Board Meeting. Per applicant, In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and to create a safe learning environment, the district is providing a premium payment of \$500 to be paid in November to all licensed and non-licensed personnel. 71 licensed teachers and administrators 79 non-licensed staff (para-professional, custodial, maintenance, bus driver, clerical, and cafeteria staff) Total = 150 x \$500 = \$75,000
404-1-010-20230214	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: We will be purchasing additional evidence based reading curriculum (Amplify) to supplement materials at grades 6-8.	\$ 9,096	\$ -	\$ 9,096	\$ -	\$ -	77 1000 600	Approved at 9/10/2021 State Board Meeting
404-1-011-20230214	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: We will be purchasing additional research based math curriculum (Reveal Math) to supplement and enhance the materials used at grades 6-8.	\$ 14,721	\$ -	\$ 4,721	\$ 4,900	\$ 5,100	77 1000 600	Approved at 9/10/2021 State Board Meeting Per applicant, We will be purchasing additional research based math curriculum (Reveal Math) to supplement and enhance the materials used at grades 6-8 in order to address learning loss due to COVID-19.
404-1-012-20230214	Eligible	Direct Allocation	Instruction	Professional - Education Services	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM: Contracting with Greenbush to support student enrichment services	\$ 12,250	\$ -	\$ 5,750	\$ 6,500	\$ -	77 1000 320	Change request: Originally approved for \$5,750 in SFY 2022 Per applicant, Contracting with Greenbush to support student enrichment. In order to address potential learning loss and to address the social emotional learning needs of students, Riverton would like to join the Greenbush Student Enrichment Consortium. The consortium provides all of our students access to personalized programming that can help them grow academically and socially. Benefits for our students during the pandemic include: Student leadership training opportunities, student enrichment academic programming in all of the STEAM areas, team, building and ropes course opportunities to assist our students develop their collaborative and problem solving skills, as well as access to both in-person and Zoom based enrichment activities. This consortium serves to directly impact our students and provides fun, research based opportunities to help our students be successful.
404-1-013-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical Services	10. Providing mental health services and supports	NEW ITEM: Contracting with Greenbush to provide training and assistance with environmental compliance so that we can ensure safe cleaning and environment protocols.	\$ 4,600	\$ -	\$ 2,250	\$ 2,350	\$ -	77 2600 300	Change request: Originally approved for \$2,250 in SFY 2022.

404-1-014-20230214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	NEW ITEM: Contracting with Greenbush to provide school improvement services, professional development, curriculum, and KESA support.	\$ 16,929	\$ -	\$ 9,978	\$ 6,951	\$ -	77 1000 300	Change request: originally approved for \$9,978 in SFY 2022. August 10: Per narrative, "Factors that we believe demonstrate an impact on student social and emotional well-being can be found in an increased number of student visits to the counselor's offices, the need for added outside resources for families, and referrals to Spring River Mental Health for professional counseling services. Data from the Kansas Communities that Care Survey indicates that many of our students have more favorable attitudes toward negative risk factors such as anti-social behavior and drug use than their peers state-wide. Even before the shutdown, data from the survey indicated that many of our students already struggle with a low commitment to school. The shutdown has exasperated that challenge." Further, the narrative describes the impact of Covid on reading and math performance, and indicates struggles at elementary and middle school prior to Covid, but Covid's impact worsened scores. The district theorizes losing learning time, social distancing, etc. contributed to the decrease in scores. Further, the application portion of the narrative provides, "Further, we are considering options to expand current assessment strategies and resources to provide for better benchmarking and data collection PK-12 in order to best design academic interventions and address social and emotional well-being." Per applicant, "Contracting with Greenbush to provide school improvement services, professional development, curriculum, and KESA support. The Greenbush School Improvement Services Consortium is essential in us meeting the academic and social/emotional needs of our students. Thought this consortium all of our teachers, classified staff, and administrative staff will receive customize professional learning throughout the year in areas that directly aid us in meeting the needs of students impacted by COVID. Such areas include student data profile reviews and assistance, professional learning in areas such as mitigating learning loss, addressing gaps among groups of students, personalizing education for all students, and strategies for addressing student social/emotional needs."
404-1-015-20230214	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: We will be purchasing additional evidence based reading curriculum (Really Great Reading) to supplement materials for use at elementary grade levels	\$ 2,100	\$ -	\$ 1,000	\$ 1,100	\$ -	77 1000 600	Approved at 9/10/2021 State Board Meeting. Per applicant, We will be purchasing additional evidence based reading curriculum (Really Great Reading) to supplement materials used at elementary grade levels in order to address learning loss due to COVID-19.

**Kansas CommonApp (2020)**

3744-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



WLnleYJV

# 417\_Morris County\_ESSER II Plan\_0120

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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 417 Morris County Schools

**Applicant / Mailing Address**

17 Wood St  
Council Grove, KS 66846

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Aron Dody

**Applicant / Email Address of Owner, CEO, or Executive Director** adody@cgrove417.org

**Applicant / Phone Number** 6207675192

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 417 Morris County Schools

District Number 417

Mailing Address | Street Address 17 Wood St

Mailing | City COUNCIL GROVE

Mailing Address | Zip Code 66846-1837

Authorized Representative of the District | Name Mika Doornbos

Authorized Representative of the District | Position or Title Business Manager

Authorized Representative of the District | Email Address mdoornbos@cgrove417.org

Authorized Representative of the District | Phone Number +16207675192

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

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

This application is a change request - COVID-19 impacts that our district has personally seen are an increase in learning loss, but at varying levels in all classrooms. We have seen social and emotional changes in some students, and in our pre-k have some unique and challenging situations. Our free and reduced numbers have greatly increased. Increased and varying needs across the board have been noted and are being addressed through various evidenced based means.

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 application is a change request - 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 to following this guidance and we will continue to do so. All funds expended in ESSER II 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.

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

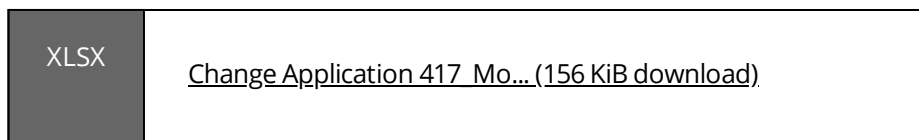


This application is a change request - Determinations will be made through reviews of various test scores (academic, social and emotional), number of positive COVID-19 cases, number of quarantines due to school related contacts, classroom goals and outputs, graduation rates, attendance records, participation in clubs and athletics. Teacher and student support staff retention, all other district staff retention, staff wellness surveys and overall climate surveys. Community and parent surveys and town hall meetings 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))

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

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

Providing principals and 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



USD	District Name	Data as of
417	Morris County	1/27/2023

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
417-1-001-20230214	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Salary funding for Health Services Staff to help with mitigation, contact tracing, communication, reporting, and quarantine protocols. (Full time COVID Health Officer (1), Full time RN (1), Full time Nurse's Aide (1).	\$ 85,041	\$ 74,573	\$ 10,468	\$ -	\$ -	2130-120	Approved at the September 2021 State Board Meeting
417-1-002-20230214	Eligible	Direct Allocation	Health Services	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Health Insurance funding for Health Services Staff to help with mitigation, contact tracing, communication, reporting, and quarantine protocols. (Full time COVID Health Officer (1), Full time RN (1), Full time Nurse's Aide (1).	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	2130-210	Approved at the September 2021 State Board Meeting
417-1-003-20230214	Eligible	Direct Allocation	Health Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	FICA expense funding for Health Services Staff to help with mitigation, contact tracing, communication, reporting, and quarantine protocols. (Full time COVID Health Officer (1), Full time RN (1), Full time Nurse's Aide (1).	\$ 7,000	\$ 7,000	\$ -	\$ -	\$ -	2130-220	Approved at the September 2021 State Board Meeting
417-1-004-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	3 elementary and 2 secondary teachers that provided instruction for remote learning opportunities for students who would not attend onsite due to COVID-19.	\$ 90,000	\$ 90,000	\$ -	\$ -	\$ -	1000-110	Approved at the September 2021 State Board Meeting

417-1-005-20230214	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Health insurance for 3 elementary and 2 secondary teachers that provided instruction for remote learning opportunities for students who would not attend onsite due to COVID-19.	\$ 5,500	\$ 5,500	\$ -	\$ -	\$ -	1000-210	Approved at the September 2021 State Board Meeting
417-1-006-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA for 3 elementary and 2 secondary teachers that provided instruction for remote learning opportunities for students who would not attend onsite due to COVID-19.	\$ 7,000	\$ 7,000	\$ -	\$ -	\$ -	1000-220	Approved at the September 2021 State Board Meeting
417-1-007-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 elementary and 1 secondary certified teacher that will be used to create smaller class sections to allow for small group prescriptive interventions and instruction to target learning loss for students that occurred during the pandemic.	\$ 180,500	\$ -	\$ 88,500	\$ 92,000	\$ -	1000-110	Change Request: Previously approved for \$88,500 SFY 22 , \$92,000 SFY 23 and \$95,000 SFY 24
417-1-008-20230214	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Health insurance for addition elementary and secondary certified teacher that will be used to create smaller class sections to allow for small group prescriptive interventions and instruction to target learning loss for students that occurred during the pandemic.	\$ 23,500	\$ -	\$ 11,000	\$ 12,500	\$ -	1000-210	Change Request: Previously approved for \$11,000 SFY 22 , \$12,500 SFY 23 and \$14,000 SFY 24

417-1-009-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA for addition elementary and secondary cerified teacher that will be used to create smaller class sections to allow for small group perscriptive intervension and instruction to target learning loss for students that occurred during the pandemic.	\$ 14,500	\$ -	\$ 7,000	\$ 7,500	\$ -	1000-220	Change Request: Previously approved for \$7,000 SFY 22 , \$7,500 SFY 23 and \$8,000 SFY 24
417-1-010-20230214	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	NEW - Edgenuity Annual Subscription - Grades 6-12 Digital libraries comprehensive all content concurrent user, Math, Science, Social Studies, Electives, CTE, AP, World Languages, Virtual Tutors	\$ 18,000	\$ -	\$ -	\$ 18,000	\$ -	1000-735	New Line Item
417-1-011-20230214	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	NEW - New Diirections Employee Assistance Program (EAP) - Free to all staff members to access mental health and general life supports at no cost to them or their insurance.	\$ 8,145	\$ -	\$ 2,460	\$ 2,685	\$ 3,000	1000-300	New Line Item
417-1-012-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW - 2 elementary cerified teachers that will be used to create smaller class sections to allow for small group perscriptive interventions and instruction to target learning loss for students that occurred during the pandemic.	\$ 50,000	\$ -	\$ -	\$ 50,000	\$ -	1000-110	New Line Item

417-1-013-20230214	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	NEW - Health insurance for 2 addition elementary cerified teachers that will be used to create smaller class sections to allow for small group perscriptive intervension and instruction to target learning loss for students that occurred during the pandemic.	\$ 4,000	\$ -	\$ -	\$ 4,000	\$ -	1000-210	New Line Item
417-1-014-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	NEW - FICA for 2 addition elementary cerified teachers that will be used to create smaller class sections to allow for small group perscriptive intervension and instruction to target learning loss for students that occurred during the pandemic.	\$ 3,830	\$ -	\$ -	\$ 3,830	\$ -	1000-220	New Line Item
417-1-015-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW - Summer credit recovery licensed instructors (five total teachers).	\$ 11,320	\$ -	\$ 5,320	\$ 6,000	\$ -	1000-110	New Line Item
417-1-016-20230214	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW - Transportation - Bus drivers for students attending summer credit recovery.	\$ 11,237	\$ -	\$ 5,237	\$ 6,000	\$ -	2710-120	New Line Item



**Kansas CommonApp (2020)**

3759-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



oGjakEEe

# 456\_Marais des Cygnes Valley\_ESSER II Plan\_1108 (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Marais des Cygnes Valley

**Applicant / Mailing Address**

105 SW Main  
Melvern, KS 66510

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Joe Sample

**Applicant / Email Address of Owner, CEO, or Executive Director** jsample@usd456.org

**Applicant / Phone Number** 7855493521

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 Marais des Cygnes Valley

District Number 456

Mailing Address | Street Address 105 SW Main

Mailing | City Melvern

Mailing Address | Zip Code 66510

Authorized Representative of the District | Name Joe Sample

Authorized Representative of the District | Position or Title Superintendent

Authorized Representative of the District | Email Address jsample@usd456.org

Authorized Representative of the District | Phone Number +117855493521

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.

In March of 2020, USD 456 experienced a difficult transition in moving from in-person learning to remote learning for the last quarter of the school year. Due to this, the district has attempted to dig out of this hole and the corresponding consequences during the course of the 2020-2021 school year. Luckily, the district has been able to conduct learning while in-person for the majority of the year, with only a two-week span of remote learning immediately following Thanksgiving. During the course of conducting education during a pandemic, our district has learned some hard truths. #1 - our district has and will need to expend significant funds to limit the spread of communicable diseases, which can include simple items like soap, hand sanitizer, and cleaning supplies to physical components like additional desks, cafeteria tables, and PPE. #2 - our district was working towards becoming more and more digital, but the pandemic has placed an emphasis on technology and its tools or platforms so that things like social distancing, remote learning, and/or digital citizenship can be conducted. #3 - our district has learned that we were merely scraping the surface on the potential of digital media or platforms and how it can affect learning for our students, realizing that we can better support our students through a variety of methods. Therefore, our district has experienced many different impacts, but feel that with an identified plan, we can navigate this new normal.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

This application represents the plan for the expenditure of our remaining funds for ESSER II. In the past, the district has addressed several areas of needs. First and foremost, providing resources to address student learning, tracking that learning,

and social/emotional constructs to support that learning. Effective evaluation of staff in an effort to improve student learning. Technology, whether it be student or staff, was a concern that was addressed. Continued cleanliness of the facility was a concern addressed. General supplies for our students was required so that contamination concerns can be resolved. However, the remainder of ESSER II dollars are proposed to be spent reducing the needless in-person interaction amongst staff so that social distancing can be achieved for human resource interaction.

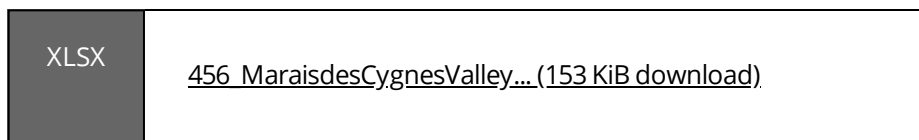
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Through the tracking of student learning, reduction in communicable diseases, and the increase of mobility in learning and district processes.

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

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

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

(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]

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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,



USD	District Name	Data as of
456	Marais Des Cy	1/27/2023

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
456-1-001-20230214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Purchase staff laptops so that teachers can be fully mobile in the event of remote learning or an extended closure.	\$ 3,746	\$ 3,746	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-002-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Salary for daytime custodian to provide adequate and appropriate cleanup during the school day.	\$ 26,208	\$ 26,208	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-003-20230214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	3. Providing principals and other school leaders with resources to address individual school needs	Purchase Panorama Educaion software to assess social/emotional status of students and track their academc and behavioral growth/status.	\$ 54,750	\$ 54,750	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-004-20230214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Purchase student laptops to upgrade student technology in the event of reote learning or an extended closure.	\$ 2,540	\$ 2,540	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting



456-1-005-20230214	Eligible	Direct Allocation	Support Services - General Administration	Official/Administrative Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Purchase digital enrollment platform to limit the unnecessary spread of disease between students, staff, and the public.	\$ 11,590	\$ 11,590	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-006-20230214	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	Purchase school supplies for students to reduce contamination of communicable diseases.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-007-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase outdoor stage due to the constraints of our indoor facility and allow for more social distancing, in result reducing the spread of disease.	\$ 12,231	\$ 12,231	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-008-20230214	Eligible	Direct Allocation	Instruction	Official/Administrative Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase PowerSchool platform suite to increase the effectiveness of staff, effectively manage staff operations digitally, and reduce unnecessary interaction through cloud based operations.	\$ 14,500	\$ 14,500	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-009-20230214	Eligible	Direct Allocation	Support Services - General Administration	Official/Administrative Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase Aptafund Accounting system to digitize human resource functions to reduce unnecessary interaction through cloud based operations.	\$ 17,565	\$ 17,565	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-010-20230214	Eligible	Direct Allocation	Support Services - General Administration	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase custodial supplies to allow for the district's facility to be continually clean and meet pandemic cleanliness standards.	\$ 10,085	\$ 10,085	\$ -	\$ -	\$ -	7	Change Request: Previously approved for \$10,000 in SFY 2021

456-1-011-20230214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	10. Providing mental health services and supports	Purchase 7 Mindsets curriculum to support student social/emotional wellbeing.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	7	Approved at the 7/13/2021 State Board Meeting
456-1-012-20230214	Eligible	Direct Allocation	Support Services - General Administration	Official/Administrative Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase Aptafund Accounting system to digitize human resource functions to reduce unnecessary interaction through cloud based operations.	\$ 12,242	\$ 12,242	\$ -	\$ -	\$ -	7	Approved at the 12/10/2021 State Board Meeting. Per narrative, our district was working towards becoming more and more digital, but the pandemic has placed an emphasis on technology and its tools or platforms so that things like social distancing, remote learning, and/or digital citizenship can be conducted. ESSER II dollars are proposed to be spent reducing the needless in-person interaction amongst staff so that social distancing can be achieved for human resource interaction.

**Kansas CommonApp (2020)**

3694-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



vwwdqndL

# 458\_Basehor- Linwood\_ESSER II Plan\_0116

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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 458

**Applicant / Mailing Address**

2008 N 155th Street  
Basehor, KS 66007

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

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

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

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

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

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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	Basehor-Linwood
District Number	458
Mailing Address   Street Address	2008 N 155th Street
Mailing   City	Basehor
Mailing Address   Zip Code	66007
Authorized Representative of the District   Name	Pam Chenoweth
Authorized Representative of the District   Position or Title	Board Clerk
Authorized Representative of the District   Email Address	pchenoweth@usd458.org
Authorized Representative of the District   Phone Number	+19136627025
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	dpowers@usd458.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.

Using ESSR funds we will be able to support the addition of Student Improvement specialists along with our instructional interventionist. These dedicated staff members start by looking at our universal screener data, MAP, to determine learning deficiencies. Using this data along with our diagnostic assessments in iReady, they will work directly with staff and students to develop specific interventions to improve reading and math deficiencies from the impact of the pandemic. These staff members will lead our instructional staff through the data, develop specific interventions and evaluate growth data to determine the next steps to ensure student deficiencies are improved due to the effects of the pandemic. This team will also help lead our staff through the PLC process to develop a guaranteed and viable curriculum for all students to ensure that all standards are being covered through the core curriculum along with creating a more robust MTSS process to target individual growth. Through a collaborative approach the teams will implement, review and calculate student performance to ensure growth across the district.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Using ESSER funds we will be able to support the addition of Student Improvement specialists along with our instructional interventionist. These dedicated staff members start by looking at our universal screener data, MAP, to determine learning

deficiencies. Using this data along with our diagnostic assessments in iReady, they will work directly with staff and students to develop specific interventions to improve reading and math deficiencies from the impact of the pandemic. These staff members will lead our instructional staff through the data, develop specific interventions and evaluate growth data to determine the next steps to ensure student deficiencies are improved due to the effects of the pandemic. This team will also help lead our staff through the PLC process to develop a guaranteed and viable curriculum for all students to ensure that all standards are being covered through the core curriculum along with creating a more robust MTSS process to target individual growth. Through a collaborative approach the teams will implement, review and calculate student performance to ensure growth across the district.

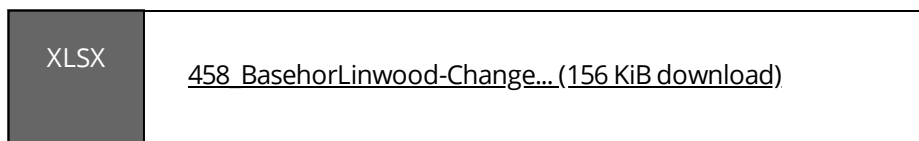
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Through our PLC model our teams will continue to analyze student growth measures in iReady, MAP and local formative assessments. The team will track growth via data walls, state assessments and our other growth comparative measures. Through their PLC process they will be able to determine growth and find any additional support needed to ensure that each student is improving their learning in both Reading and Math. Data will be measured periodically based on the specific assessment and given at least 3 times per year to create a baseline and growth measure for each student.

### Notes on ESSER II application Excel template:

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

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



## Local Education Agency (LEA) Assurances

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

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

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

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

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.

- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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



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

Providing mental health services and supports.

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

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

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

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

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

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

## Certification

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

Electronic Signature Pam F chenoweth

Date 01/17/2023

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

USD	District Name	Data as of
458	Basehor-Linwood	1/30/2023

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
458-1-001-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salaries for Summer School services to address learning loss during pandemic	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	12518	Approved at 6-9-2021 State Board Meeting. Provide more information on the expected number of staff and students to benefit from this expenditure. Provide information on the duration of the summer program.; Applicant responded via email: 180 students have been identified and invited to participate in summer school due to the loss of learning sustained from COVID 19. 18 elementary teachers, 6 secondary teachers, one elementary administrator, one secondary administrator and one nurse will be staffed. Dates to include the following: Tuesday, Wednesday and Thursday from June 8 - July 1st (12 days) from 9 am - 1:30 pm.
458-1-002-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Teacher Salaries	\$ 4,055	\$ 4,055	\$ -	\$ -	\$ -	12618	Approved at 6-9-2021 State Board Meeting.
458-1-003-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative Salaries for Summer School Services	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	12718	Approved at 6-9-2021 State Board Meeting.
458-1-004-20230214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Administrative Salaries	\$ 306	\$ 306	\$ -	\$ -	\$ -	12818	Approved at 6-9-2021 State Board Meeting.
458-1-005-20230214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing Services or Summer School Program	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	12918	Approved at 6-9-2021 State Board Meeting.
458-1-006-20230214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Nursing Services	\$ 115	\$ 115	\$ -	\$ -	\$ -	13018	Approved at 6-9-2021 State Board Meeting.

458-1-007-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional Supplies for Summer School Program	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	13118	Approved at 6-9-2021 State Board Meeting.
458-1-008-20230214	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Student Transportation for Summer School program	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	13218	Approved at 6-9-2021 State Board Meeting.
458-1-009-20230214	Eligible	Direct Allocation	Operation of Non-Instruction Services	Food Service Management	11A. Planning and implementing summer learning or enrichment programs	Food Service cost for Summer School Program	\$ 16,500	\$ 16,500	\$ -	\$ -	\$ -	13318	Approved at 6-9-2021 State Board Meeting
458-1-010-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Musical Wind Instrument bell covers to reduce the spread of covid through airborne particals produced during classroom use of wind instruments.	\$ 2,939	\$ 2,939	\$ -	\$ -	\$ -	13320	Approved at 12/14/2021 State Board Meeting.
458-1-011-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	0	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Synexis Units designed to clean and filter air in classrooms where masks cannot be worn at all times. (ex. Music classrooms and special education classrooms with students unable to wear masks for varying reasons.	\$ 19,554	\$ 19,554	\$ -	\$ -	\$ -	13319	Approved at 12/14/2021 State Board Meeting. Applicant responded via email: 8 Units will be purchased at a cost of \$2,444.25 each.

458-1-012-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Staff member for added duties associated with learning loss due to Covid.	\$ 120,750	\$ 120,750	\$ -	\$ -	\$ -	13321	Approved at 12/14/2021 State Board Meeting. Applicant responded via email: A \$750 payment for all staff members to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic. The proposed payment date is November 22nd, 2022. Staff Count: 1000 Certified - 161
458-1-013-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Staff member for added duties associated with learning loss due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13322	Approved at 12/14/2021 State Board Meeting. Applicant responded via email: See line 26 for narrative Staff count: 1000 Classified - 11
458-1-014-20230214	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Premium Pay in the amount of \$750/Stuent Support Staff member for added duties associated with Social/Emotiional Issues due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13323	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2100 Certified - 11
458-1-015-20230214	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Premium Pay in the amount of \$750/Nursing Staff members for added Nursing duties due to Covid.	\$ 5,250	\$ 5,250	\$ -	\$ -	\$ -	13324	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2100 Classified - 7
458-1-016-20230214	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Support Staff member for added duties associated with learning loss due to Covid.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	13325	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2200 Certified - 2

458-1-017-20230214	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/Instructional Support Staff member for added duties associated with learning loss due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13326	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2200 Classified - 11
458-1-018-20230214	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 750	\$ 750	\$ -	\$ -	\$ -	13327	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2300 Certified - 1
458-1-019-20230214	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 750	\$ 750	\$ -	\$ -	\$ -	13328	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2300 Certified - 1
458-1-020-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 8,250	\$ 8,250	\$ -	\$ -	\$ -	13329	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2400 Certified - 11
458-1-021-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 11,250	\$ 11,250	\$ -	\$ -	\$ -	13330	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2400 Classified - 15
458-1-022-20230214	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	13331	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2500 Certified - 2

458-1-023-20230214	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay in the amount of \$750/ Staff member for added duties associated with Administration and Development of Return to School Strategies due to Covid.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	13332	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2500 Classified - 6
458-1-024-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Premium Pay in the amount \$750/Staff member for added duties associated with cleaning and sanitizing buildings.	\$ 20,250	\$ 20,250	\$ -	\$ -	\$ -	13333	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 2600 - Classified 27
458-1-025-20230214	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Premium Pay in the amount \$750/Staff member for added duties associated with providing safe food service during Covid.	\$ 18,000	\$ 18,000	\$ -	\$ -	\$ -	13333	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 3100 - Classified - 24
458-1-026-20230214	Eligible	Direct Allocation	Community Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay in the amount of \$750/staff member for added duties associated with providing safe and sanitized daycare operation for staff dependents.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	13334	Approved at 12/14/2021 State Board Meeting. ; Applicant responded via email: See line 26 for narrative Staff count: 3300 Classified - 10
458-1-027-20230214	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 9,869	\$ 9,869	\$ -	\$ -	\$ -	13335	Approved at 12/14/2021 State Board Meeting.
458-1-028-20230214	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,033	\$ 1,033	\$ -	\$ -	\$ -	13336	Approved at 12/14/2021 State Board Meeting.
458-1-029-20230214	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 746	\$ 746	\$ -	\$ -	\$ -	13337	Approved at 12/14/2021 State Board Meeting.

458-1-030-20230214	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 115	\$ 115	\$ -	\$ -	\$ -	13338	Approved at 12/14/2021 State Board Meeting.
458-1-031-20230214	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,492	\$ 1,492	\$ -	\$ -	\$ -	13339	Approved at 12/14/2021 State Board Meeting.
458-1-032-20230214	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 459	\$ 459	\$ -	\$ -	\$ -	13340	Approved at 12/14/2021 State Board Meeting.
458-1-033-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,549	\$ 1,549	\$ -	\$ -	\$ -	13341	Approved at 12/14/2021 State Board Meeting.
458-1-034-20230214	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 1,377	\$ 1,377	\$ -	\$ -	\$ -	13342	Approved at 12/14/2021 State Board Meeting.
458-1-035-20230214	Eligible	Direct Allocation	Community Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC Associated with Premium Pay	\$ 574	\$ 574	\$ -	\$ -	\$ -	13343	Approved at 12/14/2021 State Board Meeting.
458-1-036-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	REMAINING SALARY OF THREE ELEMENTARY SCHOOL IMPROVEMENT SPECIALIST TO ADDRESS LEARNING LOSS AMONG ELEMENARY STUDENTS - BALANCE COVERED BY ESSER II TRUE UP	\$ 13,338	\$ 13,338	\$ -	\$ -	\$ -	12501	New line item
458-2-001-20230214	Eligible	True Up Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SOCIAL SECURITY AND MEDICARE ASSOCIATED WITH PAYMENT FOR LEAVE ASSOCIATED WITH COVID.	\$ 13,962	\$ -	\$ 13,962	\$ -	\$ -	13335	Change request: Previously approved for \$15,300 in SFY 2022

458-2-002-20230214	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	PAYMENT TO STAFF FOR LEAVE ASSOCIATED WITH COVID LEAVE.	\$ 140,816	\$ -	\$ 140,816	\$ -	\$ -	13345	Change request: Previously approved for \$200,000 in SFY 2022
458-2-003-20230214	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	PAYMENT OF SUBSTITUTES TO COVER FOR STAFF THAT WERE ABSENT DUE TO COVID RELATED REASONS	\$ 41,689	\$ -	\$ 41,689	\$ -	\$ -	14651	New line item
458-2-004-20230214	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	SALARY OF THREE ELEMENTARY SCHOOL IMPROVEMENT SPECIALISTS TO ADDRESS LEARNING LOSS AMONG ELMENTARY STUDENTS - BALANCE COVERED BY ESSER II FUNDS	\$ 158,664	\$ -	\$ 158,664	\$ -	\$ -	12501	New line item



**Kansas CommonApp (2020)**

3762-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AqEdpPbQ

# 460\_Hesston\_ESSERII\_Change (copy)

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Hesston USD 460

**Applicant / Mailing Address**

PO Box 2000  
150 N Ridge Rd

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Kaye Linton

**Applicant / Email Address of Owner, CEO, or Executive Director** kaye.linton@usd460.org

**Applicant / Phone Number** 6203274931

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	Hesston
District Number	460
Mailing Address   Street Address	PO Box 2000 150 N Ridge Rd
Mailing   City	Hesston
Mailing Address   Zip Code	67062
Authorized Representative of the District   Name	Kaye Linton
Authorized Representative of the District   Position or Title	Treasurer
Authorized Representative of the District   Email Address	kaye.linton@usd460.org
Authorized Representative of the District   Phone Number	+16203274931
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	ben.proctor@usd460.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.

There was significant impact on student academic gains and emotional well-being when school was closed in the Spring of 2020. Since the beginning of the 2020-21 school year, we have been able to have in-person school each day. Our K-8 students have attended all day, every day, and our high school students attended school in an AM/PM Hybrid for most of the school year. Most of our local assessment data shows initial learning loss due to the time away from school last spring, but we are interested in continuing to collect and evaluate academic data in the coming weeks and months. Because we have been in school everyday during this school year, with only a handful of students choosing a remote option, we have not seen significant differences in our special populations from prior year performance. Our plan is to continue to collect academic and social-emotional data and perceptions to best evaluate how we can utilize relief dollars to maximize student impact.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

We plan to use ESSER II dollars to address several immediate needs that are currently impacting our school operations. First, we have rental costs associated with our "Off-Site Model" for our 7-8th graders. This included renting a conference center through much of the 2020-21 school year in order to keep all students in-person each day. Additionally, we have personnel costs associated with an additional school nurse, who is instrumental in ensuring our ability to maintain safe learning environments throughout our district. We also have personnel costs associated with additional long-term substitutes, who were directly involved in facilitating remote learning for those short-term and long-term remote students. We hired an additional custodian to help keep our o-site attendance center clean and sanitized, and we also had internet service costs, additional maintenance, and pest control expenses.

Moving forward, we plan to maintain our additional school nurse for the next school year, as she has been instrumental in ensuring we are able to communicate and follow public health guidelines. We plan to implement new mental health approaches, including Mental Health First Aid Training, for all staff as we enter the 2021-22 school year and upgrade technology for students to have reliable devices while at home. We continue to evaluate academic areas that all students, and specifically special needs students, might have fallen behind in and will consider curriculum purchases to target these areas.

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 know the impact of our immediate expenditures. Our o-site attendance center rental kept our kids in school every day this school year, which the impact is significant. Our additional school nurse provided support to families, students, and staff as we implemented public health recommendations. Our long-term substitutes supported teachers throughout the year as students were required to quarantine and isolate. We were able to provide internet service to remote students along with those attending in our o-site locations.

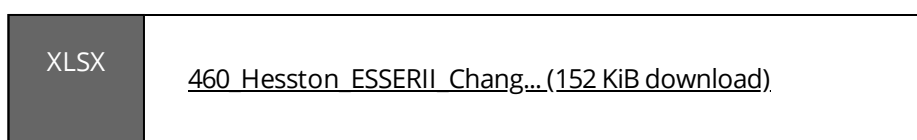
As we move forward, we will evaluate our mental health supports through surveys and mental health screening. We will evaluate our academic supports and curriculum expenditures through our local assessments, along with other state and national standardized assessments.

We are uncertain if we will be able to purchase improved HVAC systems, due to a relatively smaller amount of funding as a result of the Title I formula.

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

## Certification

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

Electronic Signature

Kaye Linton

Date

04/15/2021

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



USD	District Name	Data as of
460	Hesston	1/30/2023

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
460-1-001-20230214	Eligible	Direct Allocation	Maintenance of Buildings	Purchased Property 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	Extermination service for rental facility used for 7/8 classroom during COVID	\$ 704	\$ 704	\$ -	\$ -	\$ -	08-2620-325-400-408	Approved at State Board 5/11/2021
460-1-002-20230214	Eligible	Direct Allocation	Other Executive Administration	Renting Land and Buildings	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	Facilities rental (Crosswinds) Jan-Mar 12, 2021	\$ 17,430	\$ 17,430	\$ -	\$ -	\$ -	31-2329-441-000-002	Approved at State Board 5/11/2021
460-1-003-20230214	Eligible	Direct Allocation	Other Executive Administration	Renting Land and Buildings	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	Repairs to rental facility (Crosswinds)	\$ 455	\$ 455	\$ -	\$ -	\$ -	31-2329-441-000-002	Approved at State Board 5/11/2021
460-1-004-20230214	Eligible	Direct Allocation	Support Services - Instruction	Other Professional Educational Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Internet/Wi-Fi hot spots at rental facility (Crosswinds)	\$ 5,332	\$ 5,332	\$ -	\$ -	\$ -	08-2200-329-000-009	Change Request: Previously approved for \$4,333 in SFY 2021
460-1-005-20230214	Eligible	Direct Allocation	Nursing Services	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Student face masks	\$ 1,565	\$ 1,565	\$ -	\$ -	\$ -	06-2134-610-000-011	Approved at State Board 5/11/2021

460-1-006-20230214	Eligible	Direct Allocation	Maintenance of Buildings	Overtime Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodian overtime-Crosswinds	\$ 256	\$ 256	\$ -	\$ -	\$ -	06-2620-126-000-001	Approved at State Board 5/11/2021
460-1-007-20230214	Eligible	Direct Allocation	Maintenance of Buildings	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodian -Crosswinds	\$ 7,604	\$ 7,604	\$ -	\$ -	\$ -	06-2620-127-000-001	Approved at State Board 5/11/2021
460-1-008-20230214	Eligible	Direct Allocation	Nursing Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired 2nd full-time nurse for COVID	\$ 22,970	\$ 22,970	\$ -	\$ -	\$ -	06-2134-111-000-001	Change request: Previously approved for \$8,119 in SFY 2021
460-1-009-20230214	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired 3 full-time subs for COVID	\$ 23,072	\$ 23,072	\$ -	\$ -	\$ -	06-1000-112-000-001	Change request: Previously approved for \$12,086 in SFY 2021
460-1-010-20230214	Eligible	Direct Allocation	Other Executive Administration	Student Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: Character development lessons per grade level, online access focusing on building habits for personal growth. Professional development-staff-school climate/culture improvement staff/student leadership	\$ 2,496	\$ 2,496	\$ -	\$ -	\$ -	31-2329-323-000-002	Approved at 10/12/2021 State Board Meeting; Relate to COVID-19; Applicant responded via email: This is for our Character Strong curriculum we are using for social/emotional support and development. This is in direct response to increased SEL needs with kids K-12. While we purchased this curriculum in FY21, this is for the FY22 school year.
460-1-011-20230214	Eligible	Direct Allocation	Other Executive Administration	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: Nurse conference addressing COVID protocols	\$ 460	\$ 460	\$ -	\$ -	\$ -	31-2329-600-000-001	Approved at 10/12/2021 State Board Meeting

460-1-012-20230214	Eligible	Direct Allocation	Maintenance of Buildings	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item: Custodian for our off-site location	\$ 6,443	\$ 6,443	\$ -	\$ -	\$ -	06-2620-121-000-001	Approved at 10/12/2021 State Board Meeting; Relate to COVID-19; Applicant responded via email: We had to hire an additional custodian while our kids were attending school in an off-site location. We used the off-site location to spread kids out to a distance of 6 feet. We needed the custodian to clean and disinfect these off-site locations, which we would not have needed if we didn't have to spread kids out due to COVID.
460-1-013-20230214	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	New Line Item: Chromebooks for home-based learning while students are out of school due to isolation and quarantine.	\$ 28,310	\$ 28,310	\$ -	\$ -	\$ -	31-1000-736-000-002	Approved at 10/12/2021 State Board Meeting
460-1-014-20230214	Eligible	Direct Allocation	Other Executive Administration	Supplies & Materials	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Mileage reimbursement for staff to and from our off-site rental location for more adequate classroom space	\$ 3,087	\$ 3,087	\$ -	\$ -	\$ -	31-2329-600-000-002	Approved at 10/12/2021 State Board Meeting
460-1-015-20230214	Eligible	Direct Allocation	Instruction	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	New Line Item: Purchsed 25 air purification systems for our K-6 classrooms	\$ 52,500	\$ 52,500	\$ -	\$ -	\$ -	31-1000-700-000-002	Approved at 10/12/2021 State Board Meeting
460-1-016-20230214	Eligible	Direct Allocation	Other Executive Administration	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: Purchased cloth material to cover band instruments during play	\$ 100	\$ 100	\$ -	\$ -	\$ -	31-2329-600-000-002	Approved at 10/12/2021 State Board Meeting; Relate to COVID-19; Applicant responded via email: Our teachers were required to transport themselves each day to our off-site location. This expense was to reimburse their travel mileage to and from the off-site location. We had to utilize the off-site location to spread students out further, which would not have been necessary without COVID. So, this is reimbursing teachers for their mileage that they drove each day to the off-site location.

460-1-017-20230214	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	New Line Item: Purchased cases for new iPads that will allow us to have a 1:1 program for students who are home for extended periods of time due to isolation or quarantines	\$ 2,999	\$ 2,999	\$ -	\$ -	\$ -	31-1000-736-000-002	Approved at 10/12/2021 State Board Meeting
460-1-018-20230214	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: Purchased carts to house iPads while they are in classrooms	\$ 2,742	\$ 2,742	\$ -	\$ -	\$ -	31-1000-734-000-002	Approved at 10/12/2021 State Board Meeting
460-1-019-20230214	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	New Line Item: iPads for our early elementary, making us a 1:1 program and allowing all students to take a device home when there is isolation or quarantine requirements	\$ 62,585	\$ 62,585	\$ -	\$ -	\$ -	31-1000-736-000-002	Approved at 10/12/2021 State Board Meeting
460-1-020-20230214	Eligible	Direct Allocation	Support Services - Instruction	Other Professional Educational Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Internet/WiFi hot spots	\$ 23	\$ 23	\$ -	\$ -	\$ -	08-2200-329-000-009	Approved at 10/12/2021 State Board Meeting; Hotspot for student who needed internet.
460-1-021-20230214	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	10. Providing mental health services and supports	BAM Welness class-Body & Mind-help students with COVID	\$ 913	\$ 913	\$ -	\$ -	\$ -	06-1000-122-000-001	Approved at 10/12/2021 State Board Meeting;Teacher assistant to get kids active and work on Team Building in the middle school. This was to help students with social-emotional needs during the pandemic
460-1-022-20230214	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	Chromebook license	\$ 330	\$ 330	\$ -	\$ -	\$ -	31-1000-736-000-002	Approved at 10/12/2021 State Board Meeting; License for Chromebooks

460-1-023-20230214	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks	\$ 2,501	\$ 2,501	\$ -	\$ -	\$ -	31-1000-736-000-002	Approved at 10/12/2021 State Board Meeting; Additional Chromebooks were needed to be replaced. This is for 12 Chromebooks.
460-1-024-20230214	Eligible	Direct Allocation	Nursing Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired COVID testing nurse	\$ 586	\$ 586	\$ -	\$ -	\$ -	06-2134-111-000-001	Approved at 10/12/2021 State Board Meeting; As needed nurse was hired to test students for COVID.
460-1-025-20230214	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	MacBooks	\$ 2,299	\$ 2,299	\$ -	\$ -	\$ -	31-1000-736-000-002	Approved at 10/12/2021 State Board Meeting; 4 Macbooks were needed for teachers for remote teaching.

**Kansas CommonApp (2020)**

1266-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



LORAEPgj

# 491\_Eudora ESSER II Plan0406

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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** Eudora USD 491

**Applicant / Mailing Address**

1310 Winchester Road  
PO Box 500  
Eudora, KS 66025

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

**Applicant / Email Address of Owner, CEO, or Executive Director** betsyCrabill@eudoraschools.org

**Applicant / Phone Number** 785-542-4910

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)** 48-0724326

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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	Eudora Public Schools
District Number	491
Mailing Address   Street Address	1310 Winchester Rd.
Mailing   City	Eudora
Mailing Address   Zip Code	66025
Authorized Representative of the District   Name	Steve Splichal
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	stevesplichal@eudoraschools.org
Authorized Representative of the District   Phone Number	+17855424910
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	jasonoehlert@eudoraschools.org
Other District Representative 2   Email Address	amyshanks@eudoraschools.org

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

Our district has been impacted by the pandemic in many ways. We know that we have experienced learning losses amongst our students. This will undoubtedly create larger numbers of students needing Tier II and Tier III interventions and supports in the coming years. We are finding ourselves moving aggressively to find better resources and materials to help our struggling learners. Our special education students have struggled at times with the lack of consistency especially related to in-person vs. remote learning. Our district understands that the resources and professional development must be in place as we return all students to the classroom in the fall.

There has also been a significant toll on the social-emotional wellbeing of our staff and students as well. We observed higher numbers of both groups needing assistance and support from our mental health staff and counselors. We believe that some of that was born out of the isolation that came with the shutdown a year ago and has been exacerbated by the financial issues in many of our homes as business and industry shutdown and are only starting to rebound. We also know that while our staff responded in a remarkable manner, they too are experiencing a level of exhaustion that we've never seen before.

Finally, we know that there are connectivity gaps within our community. We've tried to create some WIFI zones around our buildings but that does little to support those who struggle financially or who live out in our rural areas.

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

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

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

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

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.



**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district will use a balanced approach to our spend. Priority #1 is a focus on supporting a summer academy. The purpose of summer academy is to provide direct instruction to support struggling learners as a means of closing the knowledge gap for elementary learners and credit recovery at the middle school and high school. We plan to purchase district Edgenuity licenses to supplement direct instruction. It is also our intent to provide nursing services to ensure safe operations. The district will address technology shortfalls. We will purchase an additional 130 chromebooks to disperse to students which will make us a completely 1:1 district. We also checked out every device we owned to students and staff. Devices will be returned to the district office and cleaned/disinfected for next year. We are purchasing new math curriculum with intentional focus on advanced Tier II and Tier III curriculum for our struggling learners. ESSER II funding would only be applied to an allowable portion of the overall purchase. Our district is using obsolete HR and Financial software. This doesn't allow us to function remotely should individuals get quarantined. Central office personnel were quarantined during this past school year. Given our limitations, this caused great concern for continuity of operations when dealing with financial management and personnel operations. We want to purchase new systems that give us greater security, and remote capability. Our high school needs added space for students and staff to spread out. There are larger classes coming up, making this a must. We intend to take out lockers and utilize that space for additional flexible classroom seating. Finally, funding will cover sub costs for staff out due to the pandemic. Our substitutes are critical to our overall operation when staff have seen extended absences due to the need to quarantine.

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 hope is that the summer academy will show benefits immediately. Our high school staff believe that we will be able to report a significant number of credits that were recovered at the secondary level. This work will put more students back on track for graduation. Furthermore, we know the summer academy's target support for reading and math will impact not only mastery of missing content, but will also limit the impact of "summer learning loss" that all too often accompanies our students. We believe this approach will have a positive impact on fall screening assessments at the elementary/middle school. We also believe that the new math adoption will help us support our struggling learners and should help us show consistent growth not only amongst our student body, but most importantly our Tier II and III learners

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### **Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. .

(B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and

Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

Steve Splichal

Date

04/14/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
491	Eudora	1/30/2023

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
491-1-001-20230214	Eligible	Direct Allocation	Instruction	Purchased Property Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Allow the District to begin a summer school program designed to help students recover high school credits lost, as a result of in-person instruction due to covid-19. Additionally it will allow our high school to implement a virtual program for students who will remain in a remote learning environment moving forward, due to covid-19.	\$ 86,400	\$ 86,400	\$ -	\$ -	\$ -	9972	Approved at 5/25/2021 State Board Meeting
491-1-002-20230214	Eligible	Direct Allocation	Instruction	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	Math and Intervention resources and assessments will allow our elementary and middle schools to provide all students with academic support to make up lost instruction and learning due to covid-19. The diagnostic assessments and intervention resources will provide data and instruction to personalize learning for all students.	\$ 70,045	\$ 70,045	\$ -	\$ -	\$ -	9971	Approved at 5/25/2021 State Board Meeting
491-1-003-20230214	Eligible	Direct Allocation	Instruction	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	Math and Intervention resources and assessments will allow our elementary and middle schools to provide all students with academic support to make up lost instruction and learning due to covid-19. The diagnostic assessments and intervention resources will provide data and instruction to personalize learning for all students.	\$ 27,620	\$ 27,620	\$ -	\$ -	\$ -	9971	Approved at 5/25/2021 State Board Meeting
491-1-004-20230214	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Continued support of 1:1 technology initiative in an effort to provide all students with a learning device while both in school and at home.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	9973	Approved at 5/25/2021 State Board Meeting

491-1-005-20230214	Eligible	Direct Allocation	Support Services - School Administration	Other Purchased Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	As a result of covid-19, district and administrative staff will require realtime access to business and human resource solutions to continue efficient operations of the District remotely.	\$ 125,000	\$ 125,000	\$ -	\$ -	\$ -	9974	Approved at 5/25/2021 State Board Meeting
491-1-006-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide summer learning for all students in an effort to make up lost instruction and learning as a result of covid-19.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	9976	Approved at 5/25/2021 State Board Meeting
491-1-007-20230214	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	Additional support of nursing staff to ensure best mitigation practices as related to covid-19.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	9979	Approved at 5/25/2021 State Board Meeting
491-1-008-20230214	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Properly cleaning and disinfecting 1:1 technology devices to ensure that the best safety practices continue to remain in place as a result of covid-19. Additional cleaning during the summer of approx. 1,800 devices.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	9980	Approved at 5/25/2021 State Board Meeting
491-1-009-20230214	Eligible	Direct Allocation	Building Improvements	Purchased Property 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	Expand socially distant learning spaces at the high school, and enhance the learning space environment.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	9975	Approved at 5/25/2021 State Board Meeting
491-1-010-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Substitute needs as related to covid-19.	\$ 57,890	\$ -	\$ 57,890	\$ -	\$ -	9977	Change request: Previously approved for \$30,000 in SFY 2022

**Kansas CommonApp (2020)**

3758-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VYdBMWKK

# 492\_Flinthills\_ESSER II Plan\_5.26.21 (copy)

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Flinthills USD 492

**Applicant / Mailing Address**

806 SE Rosalia Road  
Rosalia, KS 67132

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Jeremy Boldra

**Applicant / Email Address of Owner, CEO, or Executive Director** j.boldra@usd492.org

**Applicant / Phone Number** 6204762237

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)** 480724673

**Fiscal Agent / Name (if applicable)** Stephanie Girty

**Fiscal Agent / Email (if applicable)** s.girty@usd492.org

**Fiscal Agent / Mailing Address (if applicable)**



## 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	Flinthills
District Number	492
Mailing Address   Street Address	806 SE Rosalia Road
Mailing   City	Rosalia
Mailing Address   Zip Code	67132
Authorized Representative of the District   Name	Stephanie Girty
Authorized Representative of the District   Position or Title	Board Clerk
Authorized Representative of the District   Email Address	s.girty@usd492.org
Authorized Representative of the District   Phone Number	+16204762237
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	j.boldra@usd492.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD #492 currently serves 285 students PreK-12th grades. USD #492 has two sub-groups: Free-Reduced Meals (123) and Students with Disabilities (65). The district was negatively impacted by COVID-19 pandemic in the loss of 10 weeks of school, a later start to the 2020-21 school year, quarantine periods, and virtual/remote learning. Preparation for school during a pandemic began immediately to put a plan in place which was of substantial cost to the tune of more than \$400,000 in sanitization methods, personnel, facility upgrades, and the addition of technology to facilitate the plan for remote learners. In regard to learning loss, math scores have been impacted the most. Our students scored below the state averages in four of the seven grades tested in math, and only higher in one grade. There was a negative disproportionate impact on our at-risk populations, specifically those living in poverty and with disabilities.

The social/emotional impact has also been great and was reflected in our KCTC data this Spring.

USD #492 used this school year to get better by utilizing TASN to create an MTSS program district-wide (formerly an elementary reading program only), and to “Redesign” our school in the Apollo II program. We are prepared to Launch our Redesign strategies and implement our district-wide MTSS program in 2021-22 including Reading, Math and SEL. We are also offering a six-week summer enrichment program targeted at at-risk student population and focusing on both Math and ELA concepts where students struggle the most. We have 38 kids enrolled K-9.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD #492 plans to use the ESSER II Direct Allocation in the following ways:

- 1) To support learning in our Summer Enrichment Program: Personnel Salaries (including instruction, director/administrator, paras, administrative professional, custodian, and bus drivers), learning materials/resources, transportation (fuel & maintenance).
- 2) To purchase additional supplemental materials and resources to aid in closing gaps in learning loss due to the pandemic.
- 3) To purchase a MS/HS evidence-based math curriculum with an online component to help all students including our remote learners.

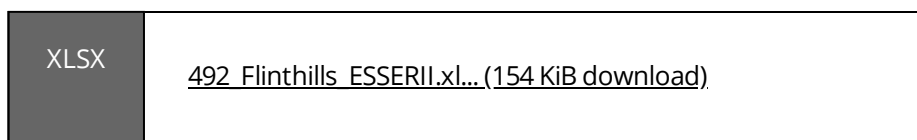
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

In order to determine the impact of the ESSER II funds, USD #492 will use Fastbridge screeners/assessments data to determine individual student needs for individual growth. In the summer enrichment program, we will use one pre and posttest in both Math and Reading. During the 21-22 school year, we will use a Math, Reading, and SEL pre-tests in September as well as post-tests in December and May.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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:

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(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- 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

Stephanie Girty

Date

05/26/2021

Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
492	Flinthills	1/30/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
492-1-001-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for teacher salaries for summer enrichment targeting students who had greater learning losses since the beginning of the pandemic.	\$ 13,437	\$ 13,437	\$ -	\$ -	\$ -	06-000-1000-110	Approved at the 7/9/2021 State Board Meeting Information requested: number of staff members, anticipated number of students and the duration of the summer program; Applicant replied via email: 1. This accounts for 4 teachers, 4 hours a day, Monday - Thursday, from May 24th - July 1st. There are approximately 40 students per day.
492-1-002-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for Principal Salaries who are directing/overseeing our Summer Enrichment program which is targeted at helping our students who had greater learning losses since the COVID-19 Pandemic began.	\$ 3,944	\$ 3,944	\$ -	\$ -	\$ -	06-000-2400-110	Approved at the 7/9/2021 State Board Meeting
492-1-003-20230214	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for salaries of instructional paraprofessionals during our summer enrichment program targeting students who had greater learning losses since the beginning of the COVID-19 Pandemic.	\$ 759	\$ 759	\$ -	\$ -	\$ -	06-000-1000-120	Approved at the 6/2021 SBOE Meeting Information requested: number of staff members; Applicant replied via email: is 1 para per day, same schedule as teachers.
492-1-004-20230214	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for salaries of bus drivers to transport students to and from our summer enrichment program targeting students who had greater learning loss since the COVID-19 Pandemic began.	\$ 3,991	\$ 3,991	\$ -	\$ -	\$ -	06-000-2710-120	Approved at the 7/9/2021 State Board Meeting



492-1-005-20230214	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for custodial salaries that are necessary to provide daily cleaning of classrooms utilized during our summer enrichment program targeting students who had greater learning loss since the COVID-19 pandemic began. Prior to the pandemic we did not have a Summer Enrichment program, so custodial work in the summer was geared towards larger cleaning and maintenance projects. We hired a part-time custodian to clean classrooms on a daily basis during the summer enrichment program.	\$ 2,153	\$ 2,153	\$ -	\$ -	\$ -	06-000-2630-100	Approved at the 7/9/2021 State Board Meeting
492-1-006-20230214	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for administrative professional salaries during our summer enrichment program targeting students who had greater learning loss since the COVID_19 Pandemic began.	\$ 1,567	\$ 1,567	\$ -	\$ -	\$ -	06-000-2400-120	Approved at the 7/9/2021 State Board Meeting Information requested: What other administrative professionals will be assisting with the summer program; Applicant replied via email: 3. This is the school secretary for 4 hours daily, same schedule as teachers
492-1-007-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	These are supplemental teaching resources purchased for the Elementary Summer Enrichment program targeting students who had greater learning loss during the pandemic. We will also continue to utilize these resources into the next few school years.	\$ 5,957	\$ 5,957	\$ -	\$ -	\$ -	08-000-1001-610	Approved at the 7/9/2021 State Board Meeting
492-1-008-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	These are supplemental teaching resources purchased for the Middle School Summer Enrichment program targeting students who had greater learning loss during the pandemic. We will also continue to utilize these resources into the next few school years.	\$ 200	\$ 200	\$ -	\$ -	\$ -	08-000-1002-610	Approved at the 7/9/2021 State Board Meeting
492-1-009-20230214	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	During the COVID-19 pandemic this past year, some of our teachers contracted COVID-19 and were incapable of performing their job. This allocation is to cover Certified Substitute Salaries as a result of the pandemic.	\$ 13,711	\$ 13,711	\$ -	\$ -	\$ -	06-000-1000-115	Approved at the 7/9/2021 State Board Meeting

492-1-010-20230214	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	The pandemic exposed our middle school math curriculum as we did not have an online textbook that students could use in a remote/virtual setting. This allocation is for an evidence-based math curriculum textbook that also has an online version. This will address any other pandemic situations that may cause students to be in a remote/virtual setting.	\$ 4,871	\$ 4,871	\$ -	\$ -	\$ -	55-000-1002-644	Approved at the 7/9/2021 State Board Meeting
492-1-011-20230214	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	The pandemic exposed our high school math curriculum as we did not have an online textbook that students could use in a remote/virtual setting. This allocation is for an evidence-based math curriculum textbook that also has an online version. This will address any other pandemic situations that may cause students to be in a remote/virtual setting.	\$ 13,128	\$ 13,128	\$ -	\$ -	\$ -	55-000-1003-644	Approved at the 7/9/2021 State Board Meeting
492-1-012-20230214	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	These are supplemental teaching resources purchased for the High School Summer Enrichment program targeting students who had greater learning loss during the pandemic. We will also continue to utilize these resources into the next few school years.	\$ 1,181	\$ 1,181	\$ -	\$ -	\$ -	08-000-1003-610	Approved at the 7/9/2021 State Board Meeting
492-1-013-20230214	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We hired an additional MTSS Elementary Teacher last year to help address learning loss during the pandemic.. We will hire two other part-timeMiddle/High School MTSS teachers to address learning loss experienced during the COVID-19 pandemic. We intend to apply for this allocation in ESSER III as well in order to continue to address the learning loss over a period of four years.	\$ 56,069	\$ -	\$ 56,069	\$ -	\$ -	06-000-1000-110	Change Request: Previously approved for \$55,468.73 in SFY 2022

## 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	115	Nemaha Central	609	27%	\$ 471,859	\$ 471,527	100%	\$ 471,527	100%	\$ 775
2	207	Ft Leavenworth	1,424	8%	\$ 890,756	\$ 890,756	100%	\$ 890,756	100%	\$ 626
3	214	Ulysses	1,522	64%	\$ 2,452,410	\$ 1,655,500	68%	\$ 1,655,500	100%	\$ 1,088
4	217	Rolla	110	55%	\$ 268,214	\$ 268,025	100%	\$ 268,025	100%	\$ 2,428
5	245	LeRoy-Gridley	170	63%	\$ 268,998	\$ 194,538	72%	\$ 194,538	100%	\$ 1,144
6	254	Barber County North	430	47%	\$ 779,134	\$ 637,000	82%	\$ 637,000	100%	\$ 1,481
7	270	Plainville	339	41%	\$ 422,299	\$ 422,299	100%	\$ 422,299	100%	\$ 1,248
8	275	Triplains	66	40%	\$ 116,698	\$ 76,104	65%	\$ 76,104	100%	\$ 1,153
9	282	West Elk	366	58%	\$ 793,778	\$ 793,778	100%	\$ 793,778	100%	\$ 2,169
10	291	Grinnell Public Schools	69	48%	\$ 108,347	\$ 108,347	100%	\$ 108,347	100%	\$ 1,582
11	292	Wheatland	103	57%	\$ 225,317	\$ 225,317	100%	\$ 225,317	100%	\$ 2,188
12	340	Jefferson West	827	31%	\$ 690,497	\$ 690,497	100%	\$ 690,497	100%	\$ 835
13	342	McLouth	450	43%	\$ 509,735	\$ 509,735	100%	\$ 509,735	100%	\$ 1,134
14	386	Madison-Virgil	220	46%	\$ 458,480	\$ 458,480	100%	\$ 458,480	100%	\$ 2,089
15	395	LaCrosse	272	46%	\$ 502,537	\$ 502,537	100%	\$ 502,537	100%	\$ 1,851
16	439	Sedgwick Public Schools	464	38%	\$ 384,807	\$ 384,807	100%	\$ 384,807	100%	\$ 830
17	449	Easton	625	26%	\$ 396,453	\$ 392,482	99%	\$ 392,482	100%	\$ 628
18	453	Leavenworth	3,307	51%	\$ 10,213,061	\$ 8,172,631	80%	\$ 8,172,631	100%	\$ 2,471
19	464	Tonganoxie	1,848	25%	\$ 1,409,887	\$ 1,409,887	100%	\$ 1,409,887	100%	\$ 763
20	496	Pawnee Heights	134	59%	\$ 149,149	\$ 149,149	100%	\$ 149,149	100%	\$ 1,113
21	511	Attica	163	54%	\$ 246,039	\$ 176,039	72%	\$ 176,039	100%	\$ 1,083
<b>Total</b>			<b>13,514</b>	<b>40%</b>	<b>\$ 21,758,455</b>	<b>\$ 18,589,435</b>	<b>85%</b>	<b>\$ 18,589,435</b>	<b>100%</b>	<b>\$ 1,376</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 D0115

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>
Nemaha Central	318 Main Street, Seneca, KS 665381924	318 Main Street, Seneca, KS 665381924
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Tavis Desormiers	tdesormiers@usd115.org	(785) 336-6101

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tavis Desormiers	Superintendent	tdesormiers@usd115.org	(785) 336-6101

## 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.usd115.org/documents/return-to-school-plan-21-22/223329>

## 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 healthcare providers, 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 to following guidance and will continue to operate in this manner. All funds expended in ESSER III will be reviewed by KSDE to ensure that all expenditures align with the up-to-date safety requirements, best practices and to ensure it is maximized for a positive impact on student 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

The principals met with students from the Student Council Organization, Kansas Association for Youth and the students who are represent the students in out Site Council. Each group was led in a conversation with our administration team. Student Council felt that social emotional and mental health issues are at the forefront to be addressed. They claim that students have more anxiety and are struggling with coping strategies. KAY organization agreed with this and pointed out the students struggle to find time to meet with a mental health provider because the closest available is 30 miles away and takes away from school time to make an appointment. The students that are a part of the Site Council liked the idea of more assistance after school for struggling students and saw this as an opportunity for students to tutor peers as a side job for income.

## Families

A survey was created and shared on our district Facebook page, twitter feed and school website. The survey could also be emailed to interested parties who preferred not to use social media. The survey was sent out on May 16th and had 113 responses. The responses supported the need for additional personnel and staff support for academic interventions. The survey showed tremendous support for expanded social and emotional learning and mental health assistance through additional staffing.

## School and District Administrators including Special Education Administration

USD 115 had representation from all four administrators and the two administrators that make up our COOP with Vermillion USD 380. The administrators took into account the needs for our special population groups. We discussed how the ESSER III funds could be used and then set out to prioritize our needs and make sure that the funds could be utilized for that purpose. Summer learning, after school tutoring, additional support for academic interventions, and expanding social and emotional learning and mental health services were all included as needs for the districts and COOP. We discussed ways to remediate students with the goal of moving students from Tier III to Tier II. It was pointed out that additional staffing would be needed to help the student to teacher ratio for more individualized education.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The survey was send to the school district bargaining unit to address funding needs and to ensure they met the needs of students, community, and staff. Support staff were also invited to take the survey to address their willingness to work for the district during the pandemic.

The superintendent discussed the survey results and the results showed the need for more support in the area of mental health, lower class size for more independent assistance for students, more supplemental materials, and a progress monitoring system for behavior management, reading and math.

## Tribes

Our survey did not have any recorded responses from any families with Native American ties. Attempts were made to reach out to families that indicated Native American ties on our school information system. Information about the surveys was given and an opportunity to provide input was given. No new information or ideas were given and the feedback supported the information gained by the survey.

Direct contact was made to made to a foster family that identified our only students that had Native American ties. Input was requested from the Foster Parents about ways to assist these students. Mental Health services was identified as a need so that students could receive services locally. Even though these students no longer attend the district, the information was noted.

## Civil Rights Organization including Disability Rights Organizations

USD 115 chose to pursue the idea of having their own mental health specialist so that students could receive services at school and not have to travel to attend sessions with a specialist. We reached out to Kansas Action for Children - John Wilson, President.

- John Wilson, KAC supported the idea of using ESSER funds to bring a mental health therapist to USD 115. We continue to work with John and others to find ways to continue the support of this position after the ESSER funds are gone. Given this feedback we decided to move forward with the plan for obtaining a mental health specialist.

We also reached out the Kansas Human Rights Commission but did not receive any guidance from this organization.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We do not have representation for homelessness, migratory students, children who are incarcerated or other underserved students. USD 115 has collaborated with our special education COOP to ensure that parents of our special needs students had the opportunity to participate in our survey. The feedback from this group included the desire to increase summer services, specifically in reading and math. The group also identified after school tutoring and mental health services. We also targeted parents of our students who are currently on a 504 for services. These parents identified mental health services, specifically counseling.

Angie Bass - ELL coordinator for the district, felt the need for more staffing and additional instructional materials and resources for students. She felt that utilizing a program like Fastbridge would be beneficial to progress monitor students and identify growth with students.

There is a very small enrollment of foster students. All foster care parents had an opportunity to complete the survey that supported our results for areas of need in mental health. We did target one foster care family specifically because of the Native American connection and this response was recorded in the Tribal section.

We are also working to improve technology availability (internet and devices) for those families that struggle to receive these opportunities at home.

### **Provide the public the opportunity to provide input and take such input into account**

The district invited community members to take the survey by posting it to our Facebook page, twitter feed and school website. 5 community members who did not classify themselves as a teacher or parent completed it. Their responses were in line with other stakeholder groups.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The Nemaha Central School District began the 2021 school year in session with no remote learning option. The district did not miss any days of school during the 2021 school year due to increased cases in the community.

One area that indicated a learning loss that was supported by data was the state assessment. The KAP data showed a drop in the overall percent of students scoring in the 3-4 category in Math went from 18% in 2019 to 15% in 2021. ELA did not show an overall drop in percentage for that time period.

A realization that USD 115 had at this time was that we did not have enough evidence to show growth. We realized that we needed to utilize some sort of formative assessment that we could progress monitor students to have the data to support our instructional practices. We decided to utilize TASN and the MTSS process to help our district establish a system approach to our process. We began by utilizing Fastbridge for our BESL assessment and in 2022 we began using Fastbridge for ELA.

We learned in our early BESL assessments that our students were struggling in the social emotional area and we needed more supports in place. This is when we were able to hire more counselors and a District Licensed Clinical Professional and Certified Play Therapist. 35 of our students take advantage of the therapy that we can provide on campus through our Licensed professional.

The results of our Kansas Communities That Cares surveys also supports our need for mental health support in our schools. We rank as one of the highest percentages of suicides per county. We know our students are struggling mentally and we are targeting this area of support as the problem has increased dramatically after 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)**

Addressing learning loss among students -

1. Evidence based interventions

[https://ksde.org/PORTALS/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://ksde.org/PORTALS/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

- iXL Learning - <https://www.ixl.com/membership/teachers/research> - \$4108

- Dream Box - <https://www.dreambox.com/resources/guides/closing-the-achievement-gap> - \$8140

- Brain Pop - <https://about.brainpop.com/research/> - \$905

- Fastbridge - \$9000

NCEMS - Hire additional teacher for smaller class size

	22-23	23-24
Teacher	\$47,275.00	\$49,638.75
Benefits for Teacher	\$11,278.27	\$12,222.90
Supplies for Teacher.	\$1,000.00	

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Providing Mental Health Services and Supports by purchasing assistance program for staff, hiring additional counselors and mental health therapist.

	2022-23	2023-24
Employee Assistance Program through Greenbush	\$2,845.80	\$3,200.00
Mental Health Therapist	\$52,845.00	\$55,487.00
Mental Health Therapist Benefits	\$11,709.94	\$12,676.15
Mental Health Therapist Supplies	\$1,000.00	\$-
Counselor	\$48,625.00	\$51,056.25
Counselor Benefits	\$11,382.89	\$12,332.76
Counselor Supplies	\$1,000.00	\$-
Counselor - 50%	\$22,625.00	\$23,756.25
Counselor Benefits - 50%	\$5,560.67	\$6,029.06
Counselor Supplies	\$3,500.00	\$-

**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 feel that the ESSER plan was developed collaboratively allowing for input from key stakeholders in our community that included our local special education cooperative cooperative, our special education staff, administration, district staff and community. We wanted to make sure that everyone had the opportunity to communicate the needs of the community when developing the plan. We also maintained an important focus on addressing specific needs of all students and staff populations. These collaborative conversations remain open and ongoing and will continue to drive our decision making in the future.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$471,859	\$0	\$471,859	ESSER III Allocations	\$94,372
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$471,859	\$0	\$471,859	Amount Still Needed	\$94,372
In Review Total	\$471,527	\$0	\$471,527	In Review Total	\$145,895
Amount Left	\$332	\$0	\$332	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
115-3-0001	Direct	False	2120	100	10	\$146,063	Task Force Review
115-3-0002	Direct	False	2120	110	10	\$108,332	Task Force Review
115-3-0003	Direct	False	2120	210	10	\$39,976	Task Force Review
115-3-0004	Direct	False	2120	220	10	\$19,461	Task Force Review
115-3-0005	Direct	False	2120	290	10	\$254	Task Force Review
115-3-0006	Direct	False	2120	600	10	\$6,046	Task Force Review
115-3-0007	Direct	False	2120	650	10	\$5,500	Task Force Review
115-3-0008	Direct	True	1000	100	12	\$96,914	Task Force Review
115-3-0009	Direct	True	1000	210	12	\$15,990	Task Force Review
115-3-0010	Direct	True	1000	220	12	\$7,414	Task Force Review
115-3-0011	Direct	True	1000	290	12	\$97	Task Force Review
115-3-0012	Direct	True	1000	600	12	\$17,695	Task Force Review
115-3-0013	Direct	True	1000	650	12	\$1,000	Task Force Review
115-3-0014	Direct	True	1000	110	12	\$6,785	Task Force Review

## Line Item Details

Line Item ID: 115-3-0001

**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**

Counseling Services

**Account Number**

115-3-001

**Function Code**

2120 - Guidance Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Students mental health needs was identified in our surveys and interviews as a huge need for the district due to the effects of the pandemic. This money will go toward the addition of two counselors to offer services for students and families.

<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>	\$71,250
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$74,813
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<b>Total Expenditures</b>	<u>\$146,063</u>
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**Status**

Task Force Review

Line Item ID: 115-3-0002

**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**

Mental Health specialist

**Account Number**

115-3-0002

**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**

USD 115 plans to have their own Mental Health Therapist Salary. This was identifies as a need through our surveys and interviews and work with Kansas Action for Children.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$52,845
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$55,487
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<b>Total Expenditures</b>	<u>\$108,332</u>
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**Status**

Task Force Review

Line Item ID: 115-3-0003

**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**

Insurance

**Account Number**

115-3-0003

**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**

Health Ins for Counselors/Therapist. This will provide insurance for the counselors that were identified as a need through interviews and results of the surveys for our district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$19,036
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$20,940
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<b>Total Expenditures</b>	<u>\$39,976</u>
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**Status**

Task Force Review

Line Item ID: 115-3-0004

**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**

Benefits for counselors

**Account Number**

115-3-0004

**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**

This money will provide FICA for Counselors/Therapist as these positions were identified as a need through interviews and surveys for our district due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$9,493
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<b>Budgeted Expenditures in SFY 2024</b>	\$9,968
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<b>Total Expenditures</b>	<u>\$19,461</u>
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**Status**

Task Force Review

Line Item ID: 115-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

unemployment benefit

**Account Number**

115-3-0005

**Function Code**

2120 - Guidance Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is to provide the unemployment benefit for the counselors who were hired in our district due to the need expressed in the surveys and interviews submitted in our district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$124
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<b>Budgeted Expenditures in SFY 2024</b>	\$130
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<b>Total Expenditures</b>	\$254
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**Status**

Task Force Review

Line Item ID: 115-3-0006

**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**

115-3-006

**Function Code**

2120 - Guidance Services

**Object Code**

600 - 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**

Employee Assistance Program offered through Greenbush. This provides the opportunity for our staff to received free counseling services or free resources for mental health issues that they may be suffering. During the pandemic, suicide ideations increased tremendously for kids and adults in Nemaha County. USD 115 felt that offering this benefit to staff would allow them to get the help they might need at no expense to them.

<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>	\$2,846
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,200
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<b>Total Expenditures</b>	\$6,046
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**Status**

Task Force Review

Line Item ID: 115-3-0007

**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**

Counselor

**Account Number**

2120

**Function Code**

2120 - Guidance Services

**Object Code**

650 - Supplies-Technology Related

**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**

Supplies-Counselors/Therapist - This is a new classroom that required all new materials for students. Therapy games, inspirational message boards, mental health books and calming items like fidget spinners. The room also has a "relaxation" area with comfortable chairs and relaxing tones so students can calm themselves. These anti-anxiety rooms are available to students to be able to relax and utilize self-calming strategies when they are feeling escalated.

The materials are necessary for the mental health providers to be able to interact and communicate with students who are suffering from mental health issues. USD 115 has seen a dramatic increase in the number of students identified with mental health issues since the pandemic began.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,500</u>

**Status**

Task Force Review

Line Item ID: 115-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instruction

**Account Number**

1000

**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**

Large class sizes made it difficult to properly social distance during the pandemic. Having the ability to hire another classroom teacher allowed us to divide the two classes into three classes to better spread the students out. This was also the third grade class that had yet to experience a "normal" year of education. This class has several Tier II and III students who would be better served in a smaller group setting with individualized attention on their learning needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$47,275
<b>Budgeted Expenditures in SFY 2024</b>	\$49,639
<b>Total Expenditures</b>	\$96,914

**Status**

Task Force Review

Line Item ID: 115-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instruction

**Account Number**

1000

**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**

We felt the need to gain another teacher for a large class size to address learning loss and assist with the ability for this class to have more space to be able to spread out during the day. This amount will go for the insurance for the teacher who fills this position.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,614
<b>Budgeted Expenditures in SFY 2024</b>	\$8,376
<b>Total Expenditures</b>	\$15,990

**Status**

Task Force Review

Line Item ID: 115-3-0010

**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**

Instruction

**Account Number**

1000

**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**

This amount is for Social Security contribution for an additional teacher for our 3rd grade. It was determined that an additional teacher was needed in this grade to be able to allow our students to spread out more during the pandemic. This is a large class that needed to be divided from 2 to 3 so that we could address the need for more space and also more individualized instruction for our students that fell into the Tier II and Tier III levels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,617
<b>Budgeted Expenditures in SFY 2024</b>	\$3,797
<b>Total Expenditures</b>	\$7,414

**Status**

Task Force Review

Line Item ID: 115-3-0011

**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**

Instruction

**Account Number**

1000

**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**

This amount is for the unemployment benefit that is included in the salary of a new teacher. This teacher was hired for the third grade to help reduce the size of the large class by making it three classes instead of two. This allowed our students to spread out more, which was a requirement during the pandemic. This class also has a number of IEP students and Tier II students that need more individualized instruction that can be aided with the addition of another teacher.

<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>	\$50
<b>Total Expenditures</b>	\$97

**Status**

Task Force Review

Line Item ID: 115-3-0012

**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**

Fastbridge

**Account Number**

115-3-0012

**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**

Learning loss recovery was targeted through interviews and surveys that were conducted as ways to spend ESSER money for our students. Fastbridge will allow us to target monitor students and identify areas where deficiencies are occurring. Students lost a great deal of academic progress due to the pandemic and we feel that Fastbridge is what we can use to really identify individual learning loss and target a specific instructional practice targeted for that student.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,695
<b>Budgeted Expenditures in SFY 2024</b>	\$9,000
<b>Total Expenditures</b>	<u>\$17,695</u>

**Status**

Task Force Review

Line Item ID: 115-3-0013



**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**

Instruction

**Account Number**

1000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The supplies are needed for the new teacher that was hired. The teacher was hired so that our large third grade class could be divided from 2 classes to 3. This allowed our students to spread out more, which was a requirement during the pandemic. This also allowed our third graders, who had never had a normal year, to receive more individualized instruction. The supplies include desk, chairs, and other supplemental materials that are needed for a new classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

12/19 - This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 115-3-0014

**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**

Addressing Learning Loss Among Students

**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 will be using this money to support our summer school for students who qualify that have been identified as having 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>	\$6,421
<b>Budgeted Expenditures in SFY 2024</b>	\$364
<b>Total Expenditures</b>	<u>\$6,785</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0207

**Status**

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Fort Leavenworth	207 Education Way, Building 332, Fort Leavenworth, KS 660271425	207 Education Way, Fort Leavenworth, KS 660271425
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Keith A. Mispagel	kmispagel@usd207.org	(913) 651-7373

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Rich Holden	Chief Financial Officer	rholden@usd207.org	(913) 758-6020

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://4.files.edl.io/5be3/08/25/22/140749-46f0ad84-55d9-4d24-a08e-303c87b66187.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 207 will utilize ESSER funds to allow for appropriate distancing in classrooms and to provide instructional resources to allow in person learning to continue. We will also continue to offer masks and hand-sanitizer when requested by staff, students, and/or parents/guardians.

USD 207 is also having issues hiring employees as well as maintaining experienced staff like all school districts in Kansas. However, since Fort Leavenworth USD 207 is part of the greater Kansas City Metro area, intense competition for staff comes from not only our fellow Kansas school districts but also all the Missouri school districts within an hour's drive of our location. Due to the increase in achievement accountability, student behaviors, anxiety, and, of course, fear and concern for one's health, we are seeing more of our staff who are eligible for retirement take it. We need employees to feel they can safely stay in school and educate our students. Because of our critical need to retain the employees, we will use ESSER funds to provide a retention stipend to all district employees who continue their employment with the school district.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

A preface for all the following Stakeholder Engagement input as well as the rest of our application due to Fort Leavenworth USD 207 being unique in several ways compared to all other school districts in the State of Kansas:

- Our school district is one of 7 coterminous school districts in the country – our district is completely on the Fort Leavenworth federal/military reservation, which is comprised of Fort Leavenworth (the oldest active base west of the Mississippi River) and the United States Penitentiary Leavenworth. Our Stakeholder Engagement is focused on the military community (consisting of active duty US and foreign military, retirees/veterans, and civilians), the Fort Leavenworth Garrison command and staff elements that support our military community, and the leadership of the Garrison led by Colonel John Misenheimer and the US Army Combined Arms Center led by the Commanding General, Lieutenant General Milford Beagle.
- Many of our students have parents/guardians who are attending the US Army Command and General Staff College (CGSC) here on post. Since this is normally a one-year tour for the CGSC students, our student population averages a 55%-60% turnover every single year with almost 100% turnover every 2-3 years. This student turnover makes learning loss assessment and strategies to address the learning loss much more complex since our new students come from almost every state in the US and oversea bases, as well as over 70 different countries every year.
- We also average 30%-35% staff turnover every year due to the number of military spouses that work for our district.
- Finally, we have three elementary schools (grades PreK through 5th) and one junior high school (grades 6th through 9th). Our 10th through 12th grade students attend USD 453's Leavenworth High School off Post in Leavenworth, KS.

In developing our ESSER plan, we hosted a focus group with the Patton Jr High School Student Council that consisted of 14 students from 6th through 9th grades on November 1, 2022, to determine their areas of need for pandemic-related instruction and support. The following supports received the most interest from our students:

1. Supports for Social/Emotional Learning
2. Additional supports for academic needs.
3. Extra-Curricular Activities - They specifically mentioned needing to incorporate field trips and off-site learning activities to replace those experiences that were lost during the pandemic. Many military families not only missed school activities but put off family vacation or trip experiences.

## **Families**

Also on November 1, 2022, we separately hosted a focus group consisting of Post Village Mayors (there are over 17 different residential villages across the Fort Leavenworth military community), Post/Garrison leadership and staff, and the District Site Council Leadership from all 4 schools to help develop our ESSER support plan. Each Post Village Mayor is a family member who lives in their respective residential village. Each Post Village Mayor represents the families of each village and acts as the information conduit to and from Fort Leavenworth leadership and tenants to include Fort Leavenworth USD 207. So a minimum of 17 families were represented at this focus group, but the number is higher given the Post/Garrison leadership and staff that also live on Fort Leavenworth provided their input into our plan as well.

From these focus group discussions and conversations, it was clear that parents/guardians, Post/Garrison leadership and staff, and Site Council Leadership was most interested in the seeing the following items show up in our ESSER plan:

1. Additional supports for academic needs.
  2. Additional supports for Social/Emotional needs.
  3. Additional supports for behavior needs.
- These three issues will be addressed in our ESSER Plan.

## **School and District Administrators including Special Education Administration**

On October 11, 2022, and then again, on November 14, 2022, our District Administrative Leadership Team (ALT) as well as our Board of Education (BoE) met to review the needs of our student and staff populations both at the building and district level. Our District ALT includes the Director of Special Education. These meetings included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following issues were determined as most important to address in our district:

1. Additional instructional resources.
  2. Staff professional development.
  3. Staff retention.
- These three issues will be addressed in our ESSER Plan.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

On October 27, 2022, our District's Building Leadership Teams -- which included not only the President and Vice President of the Fort Leavenworth Education Association (FLEA, aka 'teacher's union'), but also included the FLEA representatives from each building -- met to review the needs of our student and staff populations both at the building and district level. This meeting included a review of survey and focus group data from our various special population groups. As a result of this meeting and in line with the previously held District ALT and BoE meetings, the following issues were determined as most important to address in our district:

1. Additional instructional resources.
2. Staff professional development.
3. Staff retention.

These three issues will be addressed in our ESSER Plan.

## Tribes

Due to no Tribal Lands within the District's boundaries (coterminous with the boundaries of the Fort Leavenworth federal/military reservation) nor any identified Tribal lands in adjacent communities that have students attending in a non-resident status, we requested feedback from parents and students who identify as Native American or Alaskan Native in our Skyward student management system.

On January 22, 2023, we reached out to the parents/guardians of the 30 students who were identified as Native American or Alaskan Native in our student management system. Of the 30 sets of parents/guardians, we received 1 response that requested we address the following with ESSER III funding:

1. Additional supports for academic needs specifically on Native American programs and history
2. Additional supports for academic needs that address diversity awareness for all students

## Civil Rights Organization including Disability Rights Organizations

As part of the November 1, 2022, where we hosted a focus group consisting of the Post Village Mayors, Post/Garrison leadership and staff, and the District Site Council Leadership from all 4 schools, the following Post/Garrison staff were in attendance to help develop our ESSER support plan (Note: Since Fort Leavenworth USD 207 resides completely on the Fort Leavenworth federal reservation, the following listed "Civil Rights groups" are \*the\* civil rights groups that represent the families and students of our school district.):

- The Equal Opportunity Office and the Post Equal Opportunity Advisor
- Munson Army Health Center's Exceptional Family Member Program
- The Army Community Service
- The Fort Leavenworth School Liaison Officer
- The Sexual Harassment / Assault Response and Prevention (SHARP) Resource Center

These staff elements and Post entities concurred with the larger group's interest in the seeing the following items show up in our ESSER plan:

1. Additional supports for academic needs.
2. Additional supports for Social/Emotional needs.
3. Additional supports for behavior needs.

These three issues will be addressed in our ESSER Plan.

Additionally, we reached out to the Kansas Action for Children organization. Here is their response -- which generally aligns with our identified issues to be addressed by our ESSER funding plan above:

From: Jessica Herrera Russell  
Sent: Monday, January 23, 2023 8:51 AM  
To: Holden, Rich  
Subject: RE: ESSER Request

Hi Rich,

Thanks for reaching out about your ESSER plans. Here are some ideas I've shared with other folks based on KAC's expertise. Forgive me, but I just snagged these from another email for expediency.

#### Early Learning & Child Care

Research clearly shows that when children participate in high quality child care and early learning opportunities, they are more prepared to enter kindergarten ready to continue learning. They also have better health outcomes, extending into adulthood. So, I suggest considering how ESSER funds could support programming for 3- and 4-year-olds so that they're less likely to fall behind academically.

You might be considering retention pay for teachers and staff. Another way to retain staff could be making sure they have child care so that they can be the best, most focused teachers possible during the pandemic. We know that child care is the root of many workforce challenges right now—people can't find it and when they do, it's unaffordable.

#### Family Support & Nutrition

For your plan, consider the home environment to which students return. Can they put food on the table? Can they pay utilities or afford rent? Do they need support from a social worker? Students will perform better academically when they're not hungry and worried about their home life. The stress created by financial insecurity can be enormous for everyone in the family.

Does your food service program need to change in response to the pandemic? I know the USDA allowed all kids to access free breakfast and lunch until recently, but are there other considerations that help address food security with students and their parents?

Those are the issues that seem top of mind for me.

I hope this helps! Please don't hesitate to reach back out if we can help further.

Jessica Herrera Russell  
Senior Communications Manager  
jessica@kac.org  
Kansas Action for Children

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. In reviewing our student information system, we confirmed that we serve 206 of children with disabilities, 132 English Learners (mostly the children of the 122 Foreign/International Officers who are attending the US Army Command and General Staff College), 0 children experiencing homelessness, 0 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 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:

1. Additional personnel support for academic intervention.
2. Expanded social emotional/mental health services.
3. Additional behavioral supports and interventions.

These three issues will be addressed in our ESSER Plan.

### **Provide the public the opportunity to provide input and take such input into account**

There is no "public" on for Fort Leavenworth USD 207 -- the "public" is the military and civilian population that lives and works on the federal installation. Approximately 50 members of the "public" was represented on November 1, 2022, when we separately hosted a focus group consisting of Post Village Mayors (there are over 17 different residential villages across the Fort Leavenworth military community), Post/Garrison leadership and staff, and the District Site Council Leadership from all 4 schools to help develop our ESSER support plan.

From these focus group discussions and conversations, it was clear that parents/guardians, Post/Garrison leadership and staff, and Site Council Leadership was most interested in the seeing the following items show up in our ESSER plan:

1. Additional supports for academic needs.
2. Additional supports for Social/Emotional needs.
3. Additional supports for behavior needs.

These three issues will be addressed in our ESSER Plan.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

In March of 2020, USD 207 was able to implement continuous learning at a very high level due to the commitment of our staff, access to technology, and internet connectivity on Fort Leavenworth and in neighboring communities for non-residents. While these efforts were successful, we realized that students and staff faced great challenges in a remote learning model. In the Fall of 2020, Fort Leavenworth rose to the challenge and was able – with much work by staff and parents/guardians – to maintain a model of in classroom instruction with less than 10% remote based on COVID cases and family preference.

USD 207 faced similar challenges with all students in all sub-groups. We did not see a significant impact with any one subgroup over another. However, we are continuing to see an increase in student social emotional issues and a decline in work completion as a result of those students who remained remote from other districts during the 2020-2021 SY before coming to Fort Leavenworth where we had in person instruction for approximately 90% of our student population.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will continue to provide each of our building's with at least one instructional coach for the general education staff and district-wide instructional coaches focusing on intervention strategies and special education who will work with improve our coaching structure within our district. We will bring in professional development specialists to improve instructional strategies to directly improve student learning and assist in combating learning loss due to the pandemic.

[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_PA\\_Improving\\_Teacher\\_Performance\\_Through\\_Instructional\\_Coaching.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Improving_Teacher_Performance_Through_Instructional_Coaching.pdf)

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 207 will spend remaining ESSER funds to address challenges facing students, staff, and facilities. Based on all the previously mentioned focus group meetings held in October and November 2022, additional supports for academic needs, social/emotional needs, and supports for behavior needs are the key areas we will look to address.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will utilize STAR assessments and survey data to ensure we continue working towards our goals of positively impacting the losses due to the pandemic. We will utilize academic screeners and diagnostic assessments, state assessment data, and social/emotional screeners to ensure we target those students most affected and that the interventions we are utilizing are being effective. Interventions such as additional teacher resources and social-emotional programs will be available for all students to address the academic impact of lost instructional time. Students will be monitored by staff and through assessments that measure academic progress.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$352,522	\$538,234	\$890,756	ESSER III Allocations	\$70,505
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$352,522	\$538,234	\$890,756	Amount Still Needed	\$70,505
In Review Total	\$352,522	\$538,234	\$890,756	In Review Total	\$213,225
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
207-3-0001	Direct	True	1000	110	12	\$180,000	Task Force Review
207-3-0002	Direct	True	1000	213	12	\$17,400	Task Force Review
207-3-0003	Direct	True	1000	220	12	\$15,825	Task Force Review
207-3-0004	Direct	False	1000	150	16	\$139,297	Task Force Review
207-3-0005	True Up	False	1000	150	16	\$185,703	Task Force Review
207-3-0006	True Up	False	1000	150	16	\$325,000	Task Force Review
207-3-0007	True Up	False	2200	320	12	\$27,531	Task Force Review

## Line Item Details

Line Item ID: 207-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES - INSTRUCTIONAL COACHES

**Account Number**

07 E 1000 110 0207 900

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will continue to provide each of our building's with at least one instructional coach for the general education staff and district-wide instructional coaches focusing on intervention strategies and special education who will work with improve our coaching structure within our district. We will bring in professional development specialists to improve instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$180,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$180,000

**Status**

Task Force Review

Line Item ID: 207-3-0002

**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**

LIFE &amp; HEALTH INS - INSTR COACHES

**Account Number**

07 E 1000 213 0207 900

**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**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will continue to provide each of our building's with at least one instructional coach for the general education staff and district-wide instructional coaches focusing on intervention strategies and special education who will work with improve our coaching structure within our district. We will bring in professional development specialists to improve instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,400</u>

**Status**

Task Force Review

Line Item ID: 207-3-0003

**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**

FICA/MEDICARE - INSTR COACHES

**Account Number**

07 E 1000 220 0207 900

**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**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will continue to provide each of our building's with at least one instructional coach for the general education staff and district-wide instructional coaches focusing on intervention strategies and special education who will work with improve our coaching structure within our district. We will bring in professional development specialists to improve instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,825
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$15,825

**Status**

Task Force Review

Line Item ID: 207-3-0004

**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 RETENTION STIPENDS

**Account Number**

07 E 1000 150 0207 900

**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**

USD 207 is also having issues hiring employees as well as maintaining experienced staff like all school districts in Kansas. However, since USD 207 is part of the greater Kansas City Metro area, intense competition for staff comes from not only our fellow Kansas school districts but also all the Missouri school districts within an hour's drive of our location. Due to the increase in achievement accountability, student behaviors, anxiety, and, of course, fear and concern for one's health, we are seeing more of our staff who are eligible for retirement take it. We need employees to feel they can safely stay in school and educate our students. Because of our critical need to retain the employees, we have will use ESSER funds to provide a retention stipend to all district employees who continue their employment with the school district. This would affect approximately 325 staff. Planned payments would be \$1,000 in December 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$139,297
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$139,297</u>

**Status**

Task Force Review

Line Item ID: 207-3-0005

**Allocation Type**

True Up Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III RETENTION STIPENDS

**Account Number**

07 E 1000 150 0207 900

**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**

USD 207 is also having issues hiring employees as well as maintaining experienced staff like all school districts in Kansas. However, since USD 207 is part of the greater Kansas City Metro area, intense competition for staff comes from not only our fellow Kansas school districts but also all the Missouri school districts within an hour's drive of our location. Due to the increase in achievement accountability, student behaviors, anxiety, and, of course, fear and concern for one's health, we are seeing more of our staff who are eligible for retirement take it. We need employees to feel they can safely stay in school and educate our students. Because of our critical need to retain the employees, we have will use ESSER funds to provide a retention stipend to all district employees who continue their employment with the school district. This would affect approximately 325 staff. Planned payments would be \$1,000 in December 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$185,703
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$185,703

**Status**

Task Force Review

Line Item ID: 207-3-0006

**Allocation Type**

True Up Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III RETENTION STIPENDS

**Account Number**

07 E 1000 150 0207 900

**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**

USD 207 is also having issues hiring employees as well as maintaining experienced staff like all school districts in Kansas. However, since USD 207 is part of the greater Kansas City Metro area, intense competition for staff comes from not only our fellow Kansas school districts but also all the Missouri school districts within an hour's drive of our location. Due to the increase in achievement accountability, student behaviors, anxiety, and, of course, fear and concern for one's health, we are seeing more of our staff who are eligible for retirement take it. We need employees to feel they can safely stay in school and educate our students. Because of our critical need to retain the employees, we have will use ESSER funds to provide a retention stipend to all district employees who continue their employment with the school district. This would affect approximately 325 staff. Planned payment would be \$1,000 in May 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$325,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$325,000

**Status**

Task Force Review

Line Item ID: 207-3-0007

**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**

SUPPORT SERVICES - INSTRUCTION

**Account Number**

07 E 2200 320 0207 900

**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**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will continue to provide each of our building's with at least one instructional coach for the general education staff and district-wide instructional coaches focusing on intervention strategies and special education who will work with improve our coaching structure within our district. We will bring in professional development specialists to improve instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$27,531
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$27,531</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0214

**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>
Ulysses	111 S. Baughman, Ulysses, KS 678802402	111 S. Baughman, Ulysses, KS 678802402
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Corey Burton	cburton@usd214.org	(620) 356-3655

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Corey Burton	Superintendent	cburton@usd214.org	(620) 356-3655

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd214.org/vnews/display.v/ART/62f6cb53b2b39>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 214 worked closely with the Grant County Health Department and the USD 214 district nursing staff to safely operate in-person learning for the past three years. Our goal has been to remain open allowing us to provide quality instruction while keeping the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE, Site Base Councils, and KSDE to ensure that our expenditures align with best practices, help address learning losses, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

A survey was sent to all 6-12 students to gain insight on what they felt should be considered for ESSER fund use. We had good participation with 63.2% of the students responding to the survey. The top areas indicated by the students were:

- Offering additional extracurricular activities (31%)
- Facility upgrades that support student health needs (30%)
- After school tutoring programs (29%)
- Providing additional technology for student use (27%)

These results were compiled and shared with the STUCO leadership via the high school principal at a scheduled meeting. During the meeting, it was further explained what ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided additional feedback and had some great ideas that were shared.

Our plan includes We will be using ESSER III funds to purchase new 6-12 math, K-5 math, 3-12 science, 6-12 HGSS, and 3-12 ELA. We will be using ESSER III funds to purchase Acellus licenses for our 9-12 summer school program, credit recovery, and virtual education opportunities. Lexia, Dreambox, Fastbridge, and Fast Forward will be purchased to address learning loss in the area of math and reading. The district will look to apply ESSER III dollars toward an HVAC upgrade at the grade school to provide a safer learning environment. The district will be using ESSER III funds to train staff in the use of Fastbridge and LETRS. Fastbridge will be used to monitor student learning and assess social and emotional needs. Curriculum from Second Step was purchased for our K-8 students and School Connect was purchased for 9-12 to address students social and emotional needs. ESSER III fund will be utilized to support ACT prep classes.

## **Families**

The ESSER III Funding Survey was sent to all USD 214 Pre-K-12 parents/guardians via our online communication program. The survey was able to be taken online using a laptop, phone, or other online devices. We had 105 parents/guardians responding to the survey. The top ESSER areas indicated by our parents/guardians on the survey were:

- Additional personnel and staff support for academic intervention (58%)
- Expanded social and emotional learning and mental health services (54%)
- After school tutoring programs (49%)
- Additional instructional materials and resources (47%)
- Offering additional extra-curricular activities (47%)

These survey results were shared and discussed by the building principals at their first Site Base Council meetings. These councils are made up of parents, business representatives, community leaders, staff members, and students. Good discussion occurred and other ideas were developed.

These survey results were also shared with the board of education at their regularly scheduled October board meeting. The board and administrative staff discussed the best ways to spend our ESSER dollars.

In addition to purchases outlined under student responses, the district has committed ESSER III dollars to maintain small class sizes at the grade schools. We will consider using ESSER III dollars for incentive pay for staff. The last few years have been challenging and it is important that we maintain our high-quality staff. We will be using ESSER III funds for our summer school programs and our afterschool programs.

## **School and District Administrators including Special Education Administration**

We are a 4A Southwest Kansas school district. We have one superintendent, one assistant superintendent, seven building principals, and to additional leadership staff. We are part of the High Plains Special Education Cooperative which has a lead director who is assisted by three assistant directors. We have weekly meetings to discuss a variety of topics. This past year we have had numerous meetings where we discuss our ESSER II & III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. Our special education director has been an active voice for those students who have special education needs. The top priorities discussed by the administrative team this year have been:

- Summer learning programs (64%)
- Additional personnel and staff support for academic intervention (55%)
- Facility upgrades that support student health needs (45%)
- After school tutoring programs (45%)
- Additional instructional materials and resources (45%)

In addition to what has been outlined above, the district will be using ESSER III funds to support Reflex Math in our K-5 program. We are contracting with Language and Literacy consultants to develop ELA curriculum, maps, research-based instruction, and ELL instructional strategies. The district will be purchasing language translation devices and other programs to help our ELL student close learning gaps.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The Ulysses School District operates with regularly scheduled Professional Learning Communities. We used this time for building administrators to meet with teachers and school staff regarding our ESSER III plan. The district also uses leadership teams, site councils, PLC's, and Southwest Plains Reginal Service Center to manage curriculum decisions, facilitate the KESA process, and plan in-service activities. The superintendent and principals were able to lead a discussion over ESSER III uses and facilitate a discussion on how best to use our funds with these group. These groups lead to productive conversation and a chance to develop a solid plan for investing our ESSER dollars. Staff was also given a survey to help get data in regards to their input. We had 104 staff members respond to our online survey. The staff survey results indicated:

- Additional personnel and staff support for academic intervention (61%)
- Facility upgrades that support student health needs (57%)
- Additional behavioral support and interventions (55%)
- Additional instructional materials and resources (47%)
- Expanded social and emotional learning and mental health services (45%)

Clarification: We discussed the use of ESSER funds with our teacher's union during the negotiations process. The union asked if the board would consider another round of incentive pay. The board agreed that this was important and it became part of our request.

### **Tribes**

USD 214 has no tribal lands within 50 miles of our district to reach out to. We ran a report from our student information system to see if any of our students/families identify themselves as Native American. We currently have over 700 of our Hispanic population who identify as Native American. This is right at half of our students. With 50% of our students identifying as Native American, our best feedback is our general overall results.

In looking at the overall results from our survey, the following top 5 activities were outlined:

- Facility upgrades that support student health needs (35.3%)
- Offering additional extra-curricular activities (34.2%)
- After school tutoring programs (33.0%)
- Expanded social and emotional learning and mental health services (29.7%)
- Additional instructional materials and resources (27.5%)
- Additional personnel and staff support for academic intervention (25.2%)

Clarification: Of the 679 surveys that were completed only eleven people identified their family as Native American on our survey. This tells me that there is much confusion in how students identify themselves in our enrollment process. These eleven surveys listed the following top priorities:

- Facility upgrades that support student health needs
- After school tutoring programs
- Summer learning programs

These requests are being addressed in our request for ESSER dollars.

### **Civil Rights Organization including Disability Rights Organizations**

The superintendent reached out to those serving in local civil rights organizations. Within our survey of those representing these groups, the results are as follows:

- Offering additional extra-curricular activities (60%)
- Facility upgrades that support student health needs (60%)
- Summer learning programs (40%)
- Offering more teacher professional development to support teacher growth (40%)

Please refer to the activities listed above.

Clarification: The superintendent called the following local civil rights organizations requesting that they complete our online survey. Survey links were sent to each organization:

- Southwest Developmental Services Inc
- LINK, Inc
- Disability Rights Center of Kansas

After a week, only one of these organizations completed a survey. The top three areas from this survey is below:

- Summer learning programs
- After school tutoring programs
- Additional personnel and staff support for academic intervention

These requests are being addressed in our request for ESSER dollars.

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

USD 214 has a fair-sized population of students in each of these categories with the exception of children with disabilities. As outlined above we have had multiple meetings discussing ESSER uses with our special education director, special education teaching staff, migrant director, ELL director, and homeless coordinator. These individuals have served as advocates for these students. In our survey that was sent to all parents/guardians, we asked them to indicate if they associated their children with one of these groups. We had 16 parents return surveys with five marking they had a student with disabilities, 9 indicated they had ESL students, 8 indicated that they had foster students, 6 marked that they had migrant students, 4 indicated that they represented students who were incarcerated, and 6 marking they had a student who were underserved. These 49 folks collectively indicated the following suggestions:

- Additional personnel and staff support for academic interventions (43%)
- Expanded social and emotional learning and mental health services (43%)
- Summer learning programs (41%)
- Purchasing additional supplies to sanitize and clean facilities (41%)
- Facility upgrades that support student health needs (35%)

Please refer to the activities listed above.

Clarification: Of the 679 surveys that were completed only one person identified their family as homeless. This one response listed the following three priorities:

- Summer learning programs
- Additional personnel and staff support for academic interventions
- Additional instructional materials and resources

Each of these requests are being addressed in our request for ESSER dollars.

**Provide the public the opportunity to provide input and take such input into account**

Our survey was sent out to all parents of students in our Pre-K-12 grade programs, all 7-12 students, all staff members, multiple community organizations, and all board members. In total 679 surveys were completed.

Within these survey results the following students were represented:

- Pre-K Early Childhood (26 responses)
- Elementary Students (96 responses)
- Junior High Students (335 responses)
- High School Students (272 responses)
- Not Applicable (58 responses)

In looking at the overall results of our survey, the following top 5 activities were outlined:

- Facility upgrades that support student health needs (35.3%)
- Offering additional extra-curricular activities (34.2%)
- After school tutoring programs (33.0%)
- Expanded social and emotional learning and mental health services (29.7%)
- Additional instructional materials and resources (27.5%)
- Additional personnel and staff support for academic intervention (25.2%)

All this information has been shared with our school board in an open meeting. This information is available online with our board meeting documents.

Clarification: The follow message was emailed throughout the community and posted on our social media accounts:

Greetings USD 214 Students, Staff, Families, and School Community:

Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing the USD 214 – ESSER III Funding Survey. Please click [here](#) to take the survey in English or [here](#) to take the survey in Spanish.

Thank you in advance for your input, participation, and engagement in this process.

USD 214 Superintendent

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Some impacts of COVID-19 are easy to measure while other impacts, such as the emotional piece, are more difficult to track. For USD 214, the student attendance rate fell in the 20-21 school year. The number of students with chronic absenteeism was 28.7% (approximately 400 kids). This means they were absent from both in-person and/or remote learning. In a district with an FTE of 1400, this number was exceedingly high. Learning and instruction are both impacted when absenteeism numbers are this high. Our chronic absenteeism rate in 18-19 and 19-20 was 17.8%.

There was also significant learning loss among our students since COVID-19 started in March of 2020. State assessment results for the past few years have shown an increase in the percentage of students at level 1 with the biggest loss in the area of math. Our overall district math scores for students scoring at level 1 have gone from 41.66% in 18-19 to 47.98% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 have gone from 64.15% in 18-19 to 67.18% in 20-21.

We have also seen a drastic increase in the number of students who are failing classes, specifically at the junior and senior high school levels over the past three years. In the 19-20 school year, 16% of 9th graders failed at least one course. Last year, the 20-21 school year, this number grew to 22% of 9th graders who failed at least on course. In the area of math, 3% of 9th graders failed a math course. That number rose in the 20-21 school year to 12%. We have implemented professional development for teachers in the area of state standards, best practices, implemented new interventions, and adopted a new math curriculum resource.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Ulysses high school will again be implementing a summer school program for all students who have fallen behind academically. ESSER III funds will be used to purchase the curriculum and staff for this program. Our junior high and grades schools have implemented summer enrichment programs to help students fill gaps in their learning. Acellus is used to help students recover needed credit hours throughout the year.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will continue to utilize the activities listed above and continue to implement new strategies as needed. As new programs are implemented, the district will add to and revise the request for funds. The district will be taking a closer look of how to implement ESSER III funds to improve fresh air make-up at Hickok Elementary School.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 214 will monitor student learning through the use of Fastbridge, Lexia, FastForWard, Dreambox, state assessments, ACT, student success data, and graduation rates. Fastbrige will also be utilized to monitor students' social and emotional health and Second Step and School Connect will be used to provide social emotional support and education. The district will maintain four full time counselors. The district will continue to work with Compass Behavior Mental Health and Genesis Health Systems to address the needs of our most needed students. We currently looking to partner with Genesis Health Systems to provide an on campus social working to provided needed services.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,452,410	\$0	\$2,452,410	ESSER III Allocations	\$490,482
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$2,452,410	\$0	\$2,452,410	Amount Still Needed	\$490,482
In Review Total	\$1,655,500	\$0	\$1,655,500	In Review Total	\$427,800
Amount Left	\$796,910	\$0	\$796,910	Amount Still Needed	\$62,682

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
214-3-0001	Direct	False	1000	600	12	\$150,000	Task Force Review
214-3-0002	Direct	False	1000	600	12	\$150,000	Task Force Review
214-3-0003	Direct	False	1000	600	12	\$150,000	Task Force Review
214-3-0004	Direct	False	1000	600	12	\$200,000	Task Force Review
214-3-0005	Direct	False	1000	600	12	\$100,000	Task Force Review
214-3-0006	Direct	False	1000	600	12	\$100,000	Task Force Review
214-3-0007	Direct	True	1000	300	12	\$9,000	Task Force Review
214-3-0008	Direct	False	1000	300	12	\$10,000	Task Force Review
214-3-0009	Direct	True	1000	100	12	\$68,000	Task Force Review
214-3-0010	Direct	True	1000	100	12	\$55,000	Task Force Review
214-3-0011	Direct	True	1000	100	12	\$17,600	Task Force Review
214-3-0012	Direct	True	1000	300	12	\$24,000	Task Force Review
214-3-0013	Direct	True	1000	300	12	\$81,200	Task Force Review
214-3-0014	Direct	True	1000	300	12	\$66,000	Task Force Review
214-3-0015	Direct	False	1000	100	12	\$110,000	Task Force Review
214-3-0016	Direct	True	1000	300	12	\$42,000	Task Force Review
214-3-0017	Direct	False	1000	300	12	\$4,000	Task Force Review
214-3-0018	Direct	False	1000	300	3	\$19,100	Task Force Review
214-3-0019	Direct	False	1000	600	12	\$10,000	Task Force Review
214-3-0020	Direct	False	1000	700	13	\$25,000	Task Force Review
214-3-0021	Direct	False	1000	100	11B	\$20,000	Task Force Review
214-3-0022	Direct	False	1000	100	11A	\$10,000	Task Force Review
214-3-0023	Direct	True	1000	100	11A	\$39,000	Task Force Review
214-3-0024	Direct	True	1000	300	12	\$26,000	Task Force Review
214-3-0025	Direct	False	1000	300	16	\$5,600	Task Force Review
214-3-0026	Direct	False	1000	100	16	\$164,000	Task Force Review

## Line Item Details

Line Item ID: 214-3-0001



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new K-5 Math Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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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>	\$150,000
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<b>Total Expenditures</b>	\$150,000
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**Status**

Task Force Review

Line Item ID: 214-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 6-12 Math Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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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>	\$150,000
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<b>Total Expenditures</b>	\$150,000
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**Status**

Task Force Review

Line Item ID: 214-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 3-5 ELA Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$150,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$150,000</u>
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**Status**

Task Force Review

Line Item ID: 214-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 6-12 ELA Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$200,000</u>
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**Status**

Task Force Review

Line Item ID: 214-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 3-12 Science Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$100,000</u>
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**Status**

Task Force Review

Line Item ID: 214-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 6-12 Social Studies Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
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<b>Total Expenditures</b>	<u>\$100,000</u>
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**Status**

Task Force Review

Line Item ID: 214-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will purchase Fastbridge as a tool to measure and address academic learning and social emotional needs of students created by the COVID pandemic. This will assist us in supporting our students from low-income families, ESL, and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$4,500
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

Line Item ID: 214-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are providing professional development opportunities for staff to effectively use Fastbridge data and interventions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

Line Item ID: 214-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are implementing LETRS at our Pre-K 2 building. We are providing incentive pay for each teacher who completes the training at \$3100 in year one.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$68,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$68,000</u>
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**Status**

Task Force Review

Line Item ID: 214-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are implementing LETRS at our Pre-K 2 building. We are providing incentive pay for each teacher who completes the training at \$3100 in year two.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
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<b>Total Expenditures</b>	<u>\$55,000</u>
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**Status**

Task Force Review

Line Item ID: 214-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be paying for 4 days each year for subs covering for LETRS training.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,800**Budgeted Expenditures in SFY 2024** \$8,800**Total Expenditures** \$17,600**Status**

Task Force Review

Line Item ID: 214-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are utilizing Language and Literacy Consultants, Dr. Suzy Myers and Lorie Winters for ELA, Writing Academic Discourse, and Cross Curriculum Planning professional development K-12.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,000**Status**

Task Force Review

Line Item ID: 214-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing LEXIA as a reading intervention to support academic learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$11,200**Budgeted Expenditures in SFY 2023** \$35,000**Budgeted Expenditures in SFY 2024** \$35,000**Total Expenditures** \$81,200**Status**

Task Force Review

Line Item ID: 214-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing DreamBox to address learning loss in the area of Math K-12.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$33,000**Budgeted Expenditures in SFY 2024** \$33,000**Total Expenditures** \$66,000**Status**

Task Force Review

Line Item ID: 214-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To ensure small class sizes in our PreK-2 building, we will be maintaining seven sections in 1st and 2nd grade. We are currently in a time of declining enrollment. This has put pressure on us to cut teachers and increase class sizes. This will lead to less individual attention given to each student as we address student learning loss. ESSER III funds will ensure that we can keep our current class splits and maintain small classes at our primary grades giving these students more needed one-on-one help.

<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>	\$55,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
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<b>Total Expenditures</b>	\$110,000
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**Status**

Task Force Review

Line Item ID: 214-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing Fast Forward for literacy intervention.

<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>	\$21,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$21,000
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<b>Total Expenditures</b>	\$42,000
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**Status**

Task Force Review

Line Item ID: 214-3-0017



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be purchasing an ACT Prep program for our 11th and 12th grade students to help assist them with their learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

Line Item ID: 214-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing K-8 Second Step and 9-12 School Connect to address the social and emotional needs of our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,900
<b>Budgeted Expenditures in SFY 2024</b>	\$6,200
<b>Total Expenditures</b>	<u>\$19,100</u>

**Status**

Task Force Review

Line Item ID: 214-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing Timekettle translation earbuds to assist our ESL students in addressing learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,000**Status**

Task Force Review

Line Item ID: 214-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be purchasing new middle school lunch tables to allow for proper social distancing within our lunchroom. Form 9-311-166 has been completed and mailed.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,000**Status**

Task Force Review

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 214-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be supporting before and after school extended learning opportunities at multiple buildings. We will be utilizing approximately 5 staff members for approximately 314 hours for after school learning opportunities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$20,000

**Status**

Task Force Review

Line Item ID: 214-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be holding summer enrichment opportunities for our K-8 students. We will be using approximately 20 staff for approximately 130 hours with our elementary summer school activities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$10,000

**Status**

Task Force Review

Line Item ID: 214-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be running summer school for our 6-12 students to assist them in credit recovery due to challenges experienced during Covid and provide enrichment opportunities. We will be utilizing 7 staff members for approximately 284 hours of instruction time. We will be purchasing additional needed equipment and supplies for our summer school programs as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	\$39,000

**Status**

Task Force Review

Line Item ID: 214-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be purchasing Acellus to be used as our credit recovery program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,000
<b>Budgeted Expenditures in SFY 2024</b>	\$13,000
<b>Total Expenditures</b>	\$26,000

**Status**

Task Force Review

Line Item ID: 214-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will continue to use Xello to help students, families, and staff manage the Individualized Plans of Study for students.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,800**Budgeted Expenditures in SFY 2024** \$2,800**Total Expenditures** \$5,600**Status**

Task Force Review

Line Item ID: 214-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has caused hardships and additional responsibilities on all of our employees. Funds will be used to provide a \$750 incentive pay for all full time USD 214 employees. There will be 221 staff members receiving incentive pay on December 19, 2022.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$164,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$164,000**Status**

Task Force Review



# ESSER III APPLICATION FOR D0217

**Status**

Task Force Review

## KSDE Application Comments

Stakeholder Feedback - 1/12/2022

Please use the toolkit link to help answer the following questions.

Toolkit Link - [https://docs.google.com/document/d/1axRNqx\\_atmSXg3WebTBgZ2Aqrcf96SY\\_Zi7y0ycBJTw/edit](https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit)

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 - Who did you reach out to that is beyond a staff member or provider for the subgroups that you do have?

Public - What was the response rate? What was the response on how ESSER III funds should be spent? The survey link would not work for us.

This is a link to an example stakeholder engagement response.

Stakeholder Engagement Example - <https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-StakeholderFeedbackExample.pdf>

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Rolla	204 Van Buren, Rolla, KS 679540167	Box 167, Rolla, KS 679540167
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Alicia Rodgers	arodgers@usd217.org	(620) 593-4344

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Alicia	Superintendent	arodgers@usd217.org	(918) 593-4344

## 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.usd217.org/vnews/display.v/ART/60d1f61dd32e2>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

From the onset of the pandemic, the Rolla School System, USD 217, has worked closely with the Morton County Health Department to corroborate/coordinate pandemic statistics and mitigation efforts. Specifically, there is a standing weekly ZOOM meeting where the County Indicators of the Pandemic are discussed, and local data are shared. From these meetings, USD 217 examines the data and sets the Pandemic response level for the district for the next week. We will continue to monitor and follow the reentry plan approved by the BOE when substantial cases arise within the school district.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The principal of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER III plan and to receive their feedback. There were also students who participated in the online community surveys, which were open to any student who wanted to respond. These surveys were sent out via text message and email and posted on the school webpage and Facebook. The following was asked for most from our students: educational field trips, 1 to 1 student technology, and Hands-on Learning experiences. Our ESSER III plan has taken into consideration all of these items and provided for them.

[https://docs.google.com/spreadsheets/d/1yxJ8c6KJgJAvibvBkoSpt7wxeYdfxwSgyxqEIV\\_6FMU/edit?usp=gmail#gid=2105153810](https://docs.google.com/spreadsheets/d/1yxJ8c6KJgJAvibvBkoSpt7wxeYdfxwSgyxqEIV_6FMU/edit?usp=gmail#gid=2105153810)

[https://docs.google.com/spreadsheets/d/1yxJ8c6KJgJAvibvBkoSpt7wxeYdfxwSgyxqEIV\\_6FMU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1yxJ8c6KJgJAvibvBkoSpt7wxeYdfxwSgyxqEIV_6FMU/edit?usp=sharing)

According to the survey administered, out of the 34 responses to the survey, 11.8 percent were students. The students indicated that providing mental health services is important to them to help combat the stress that came with the pandemic. The student population is extremely small with only 47 students in 6th - 12th grades. The challenges with loneliness and depression are amplified due to being in such a remote area.

### Families

We have worked closely with the families of our students throughout the pandemic. Besides simply keeping them informed of the steps we have taken to ensure a safe and secure learning environment for our students and staff members, we also have very purposefully engaged with our people to help us in developing our ESSER support plan. Specifically, we conducted a survey and also had this topic of importance as a focus during our Building Site Council Meetings, our Parent Teacher Conferences, and our District-Wide Site Council Summit meetings. The feedback we continually received from the families of our students revolved around providing extended and enhanced learning opportunities for our students and facility repairs. Surveys were sent out via Facebook and the school website. A link to the survey results is attached.

[https://docs.google.com/spreadsheets/d/1yxJ8c6KJgJAvibvBkoSpt7wxeYdfxwSgyxqEIV\\_6FMU/edit?usp=gmail#gid=2105153810](https://docs.google.com/spreadsheets/d/1yxJ8c6KJgJAvibvBkoSpt7wxeYdfxwSgyxqEIV_6FMU/edit?usp=gmail#gid=2105153810)

[https://docs.google.com/spreadsheets/d/1yxJ8c6KJgJAvibvBkoSpt7wxeYdfxwSgyxqEIV\\_6FMU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1yxJ8c6KJgJAvibvBkoSpt7wxeYdfxwSgyxqEIV_6FMU/edit?usp=sharing)

According to the survey administered, out of the 34 responses to the survey, 47.1 percent were parents. They indicated the most important need to be school facility repairs and improvements to the building. Out of all responses to the survey, the top three areas of importance were school facility repairs and improvements, purchasing educational technology, and any activity authorized by the Elementary and Secondary Education Act.



## **School and District Administrators including Special Education Administration**

I talked to the high plains administration about what they felt were the needs of the sped students. Shelly Harris, Director for the HPEC shared that identified students could use manipulatives to support iReady materials.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We are a very small school district with only 11 certified staff members. We do not have an organized teachers' union. When visiting with the teachers they shared that support staff would be an asset, however, after one year of funding, it would be hard to support. They believe human capital is more beneficial than programs. They also agreed that facility repairs are desperately needed.

## **Tribes**

There are no tribal reservations within the boundaries of this district. Our student information system showed no students affiliated with Native American culture. On December 8, 2022, I contacted the tribal council in Oklahoma via email and asked if they had any suggestions for the ESSR III application. At this time I have not received a response.

## **Civil Rights Organization including Disability Rights Organizations**

On December 8, 2022, I contacted Ruth Glover at Kansas Rights Commission and asked for assistance and input regarding students' success at school and she informed me that their organization has no jurisdiction over the education of 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**

Students with disabilities - Special Education students need more individualized instruction provided by iReady and support staff.

Children experiencing homelessness - we have zero at this time.

Children in foster care - we have zero at this time.

Migratory and ELL students - we have 6 students at this time. Our ESL director shared that more one-on-one interventions/tutoring would bring more success for tiered 2 and tiered 3 students.

children are incarcerated - we have zero at this time.

## **Provide the public the opportunity to provide input and take such input into account**

We used social media, i.e. Facebook. The link to the survey results is provided below.

[https://docs.google.com/spreadsheets/d/1yxJ8c6KJgJAvibvBkoSpt7wxeydfxwSgyxqEIV\\_6FMU/edit#gid=2105153810](https://docs.google.com/spreadsheets/d/1yxJ8c6KJgJAvibvBkoSpt7wxeydfxwSgyxqEIV_6FMU/edit#gid=2105153810)

## **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.**

To meet the needs of our 20 percent of students in levels 1 and 2, stakeholders and staff shared the need for manipulatives, one-to-one interventions, and a data collection bank. To specifically address the learning loss of our students, the following will be necessary:

An Educational Data Bank, My Education Data, is a warehouse tool to combine all data sources into one place. This allows administrators and staff to see a variety of assessments, attendance, and behavioral data for all students in one place to assist with informed decisions and support families. It falls under number 9, called educational technology-hardware, software, and connectivity. The total for this tool is \$25,500.00 for a three-year commitment. (\$8,500.00 yearly).

Purchase iReady software in Reading and Math to assist students and teachers in differentiating instruction. This falls under 12 and will cost approximately \$20,000.00.

Lastly, iReady manipulatives will be necessary falling under 1A at a cost of approximately \$9,005.00.

Students' state testing results indicated approximately 70 percent fell in the Levels 1 and 2 categories. We understand in order for this to move into Levels 3 and 4 direct interventions and appropriate resources need to be embedded in instruction along with more effective instructional techniques provided by the Principal/Instructional Coach.

The remaining 80 percent will be spent on the following:

16 Other activities necessary to maintain operations/service and employ existing staff  
\$214,420

COVID has shifted the landscape of education. Along with the learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself.

This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. Our district is also unique in that it is in a very remote area of Kansas and recruiting and retaining teachers is a challenge.

To help address this situation, the Board of Education will provide a premium payment

of \$7,000 to 100% of the full-time employees of the district and a \$3,500 premium payment to all part-time employees to be paid out in two installments with the first half being paid before the end of this school year and the second being paid in September of the 2023-2024 school year. There are 27 full-time staff members and 7 part-time staff members. This action, taken in concert with other local efforts to boost the morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We utilize data from iReady to determine which students are in tier 2 and tier 3.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

There are no remaining funds.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The above-mentioned interventions will specifically be used to address learning loss either directly or indirectly by applying it to all students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$268,214	\$0	\$268,214	ESSER III Allocations	\$53,643
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$268,214	\$0	\$268,214	Amount Still Needed	\$53,643
In Review Total	\$268,025	\$0	\$268,025	In Review Total	\$53,605
Amount Left	\$189	\$0	\$189	Amount Still Needed	\$38

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
217-3-0001	Direct	True	1000	610	12	\$20,000	Task Force Review
217-3-0002	Direct	True	1000	355	9	\$25,500	Task Force Review
217-3-0003	Direct	False	2300	100	16	\$214,420	Task Force Review
217-3-0004	Direct	True	1000	600	1A	\$8,105	Task Force Review

## Line Item Details

Line Item ID: 217-3-0001

### 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

ESSRIII

### Account Number

6

### Function Code

1000 - Instruction

### Object Code

610 - General Supplies and Materials

### Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

### **Please describe the expenditures within the account and how they will address a COVID-19 need**

purchase iReady to assess student learning loss for Tiers 2-3 students

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$20,000

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$20,000

### Status

Task Force Review

Line Item ID: 217-3-0002

**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**

ESSRIII

**Account Number**

6

**Function Code**

1000 - Instruction

**Object Code**

355 - Game Security 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**

My Education Data - online progress monitoring

With the onset of COVID, MANY of our students suffered a great learning loss. To help address this, we want to purchase a data collection software program that will help students, teachers, and parents all be on the same page and show will show very specific areas where students might be struggling; i.e., attendance, grades, assignments, etc. This will assist all students including students within our special populations (migrant, ESL, low SES, homeless) with their academic work, communication, and overall school experience. Teachers and students will use the collected data to maintain a constant, two-way communication between school and home which will in turn accelerate learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,500</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**

ESSRIII

**Account Number**

6

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive/Premium Pay 214,420

The anticipated pay date for the first payment will be within one month after approval with the second payout being in September of 2023. This includes 27 full-time staff members at \$7,000 which will equal \$189,000 and 7 part-time staff members being paid \$3,500 for a total of \$213,500. The payments will be split into two equal payments.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$214,420
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$214,420</u>

**Status**

Task Force Review

Line Item ID: 217-3-0004

**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**

ESSRIII

**Account Number**

6

**Function Code**

1000 - Instruction

**Object Code**

600 - 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**

iReady manipulatives are necessary for hands-on learning opportunities for all students in all populations because iReady differentiates instruction based off the data collected so that each student (no matter their level) will be met where they are on the learning continuum.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,105
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,105</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0245

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>
LeRoy-Gridley	1013 N. Main Street, LeRoy, KS 66857	Box 278, LeRoy, KS 66857
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Matt Thomsen	mthomsen@usd245ks.org	(620) 964-2212

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Matt Thomsen	Superintendent	mthomsen@usd245ks.org	(620) 964-2212

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Nikole Houston	nhouston@usd245ks.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://acrobat.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3A9af3f743-fb22-4016-8148-04686563f194&viewer%21megaVerb=group-discover#access\\_token=eyJhbGciOiJSUzI1NiIsIng1dSI6Imltc19uYTEta2V5LWF0LFEuY2Vyliwia2lkjoiaW1zX25hMS1rZXktYXQtMSlml0dCI6ImF0In0.eYJpZCI6IjE2NzAyNTg4OTA1MTNfYzA2MzVkMDctN2UxNC00NzgzLWJkZDMtYWUyMTQ5NDkOTNhX3VMSlslInR5cGUiOiJhY2Nlc3NfdG9rZW4iLCJjbGllbnRfaWQiOiJkYy1wcm9kLXZpcmdvd2VlLXlvaG8iLCJ1c2VyX2lkjoimzY4NzE1Nzg1REU1ODI3QjBBNDk1RTY4QEFkb2JlSUQiLCJzdGF0ZSI6IntclmFjXCI](https://acrobat.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3A9af3f743-fb22-4016-8148-04686563f194&viewer%21megaVerb=group-discover#access_token=eyJhbGciOiJSUzI1NiIsIng1dSI6Imltc19uYTEta2V5LWF0LFEuY2Vyliwia2lkjoiaW1zX25hMS1rZXktYXQtMSlml0dCI6ImF0In0.eYJpZCI6IjE2NzAyNTg4OTA1MTNfYzA2MzVkMDctN2UxNC00NzgzLWJkZDMtYWUyMTQ5NDkOTNhX3VMSlslInR5cGUiOiJhY2Nlc3NfdG9rZW4iLCJjbGllbnRfaWQiOiJkYy1wcm9kLXZpcmdvd2VlLXlvaG8iLCJ1c2VyX2lkjoimzY4NzE1Nzg1REU1ODI3QjBBNDk1RTY4QEFkb2JlSUQiLCJzdGF0ZSI6IntclmFjXCI)

## 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 245 will use the ESSER III funds for purchasing Synexis systems for all classrooms and most of the areas in the district where people gather. The Synexis system creates dry hydrogen peroxide in the air which cleans the air and surfaces throughout the room. Along with the everyday cleaning by our custodians, the Synexis system will help mitigate the spread of all viruses, including COVID-19, in an effort to minimize absenteeism due to illness. Minimizing absenteeism due to illness, will help USD 245 safely operate, provide in-person learning and to close the learning gap caused by the COVID-19 shutdown.

# 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 a survey which had 4 student participants and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The student leadership groups hold 14 students. The following supports received the most interest from our students:

- \*Additional instructional materials and resources
- \*Air purification
- \*Expanded outside social & emotional/mental health services

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 III support plan. We have conducted parent/community surveys which resulted in 33 households participating 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 III plan:

- \*Additional instructional materials and resources
- \*Additional personnel for academic intervention
- \*Summer learning programs

You will see that these suggestions from parents are reflective in the plan we developed.

## School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. The superintendent had a phone conference with the Special Education Director. She was in support of the same ideas other stakeholders supported. We are a small district and she supports what others have identified as needs for USD 245. As a result of these meetings, the following have been determined as most important to address in our district.

- \*Air purification
- \*Additional instructional materials and resources
- \*After school tutoring programs

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

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. We had 26 staff members participate in the survey. Due to our local teachers union consisting of only two staff members, they had the opportunity to reply to our survey the same as the other staff. The administration made it very clear to all that they (administration) was available to discuss ESSER funding at their convenience. As a result of these meetings, the following have been determined as most important to address in our district.

- \*Air purification
- \*Additional instructional materials and resources
- \*After school tutoring programs

You will see that this information plays a prominent role in our ESSER III plan.

## Tribes



After an extensive review of local resources, there are no tribes located within our school district boundaries. However, one family in the district identified as Native American as their second race. The family of these students have been contacted directly and consulted. The opinion of these parents in our conversation is for the school to pursue the acquisition of additional staff to address learning loss and the academic needs of all children. They specifically expressed support for air purification systems and they show support for addressing math and reading skill deficiencies caused by learning loss due to the COVID-19 pandemic.

### **Civil Rights Organization including Disability Rights Organizations**

We 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:

- \*Disability Rights Center of Kansas
- \*Kansas Actions for Children
- \*ACLU

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:

- \*Air purification
- \*Additional instructional staff to close the learning loss gap of our students
- \*Additional instructional materials and resources

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER III 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.

- \*After school tutoring programs
- \*Summer learning programs
- \*Additional instructional materials and resources

You will see that these suggestions are reflective in the plan we developed.

In reviewing our student information system, we confirmed that we serve 22 children with disabilities, 0 English learners, 0 children experiencing homelessness, 5 children in foster care, 0 migratory students, 0 children who are incarcerated, 0 children who we consider otherwise underserved. Where representation in each group occurs, we have contacted families directly and asked for their feedback and we have worked closely.

Families who have students with disabilities expressed their support of the district implementing after school tutoring and summer learning programs. Households who foster students expressed their support of the district implementing an after school tutoring program and the purchase of additional instructional materials and resources.

### **Provide the public the opportunity to provide input and take such input into account**

We posted a survey on our social media page and district website. Community patrons were encouraged to participate in our survey. We had 7 people identify as community patrons. We are a small rural district, so our school parents, staff and students are also what we consider community patrons and appreciate any feedback we receive. The link to the survey is: <https://s.surveypal.com/x9tbodim>

The following are the top three answers we received from our survey.

- \*After school tutoring programs
- \*Summer learning programs
- \*Additional instructional materials and resources

You will see that these suggestions are reflective in the plan we developed.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The USD 245 leadership team has looked through our current student testing data and determined there was not a specific group of students affected by the COVID-19 shutdown. However, our overall test scores and academic skills have declined over the past two years. Literacy and math seem to be the most effected. Our district enrollment is 164 students for the 2022-2023 school year. 60 of our K-8 students have tested below benchmark in literacy and math. USD 245 has implemented a K-8 multi tiered system of supports for these students struggling with literacy and math.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Using the both the data we collected from our stakeholder engagement process and a review of our student performance data, we have identified the following evidence based practices to implement that utilize a minimum of 20% of our ESSER III funds:

\*Implementation of MTSS (Multi Tiered System of Supports) for literacy and math for students K-8

\*Additional interventionist hired for USD 245

Evidence:

Tier 1:

<https://www.evidenceforessa.org/programs/math/fraction-face>

<https://www.evidenceforessa.org/programs/reading/success-all-whole-class>

Tier 2:

<https://www.evidenceforessa.org/programs/math/math-recoveryr-intervention>

<https://www.evidenceforessa.org/programs/reading/cooperative-integrated-reading-and-composition-circ-struggling-readers>

Tier 3:

<https://www.evidenceforessa.org/programs/math/early-learning-mathematics>

<https://www.evidenceforessa.org/programs/reading/student-success-skills-reading-elementary>

Tier 4:

<https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/selecting-evidence-based-practices-tier-4-gathering-evidence-time/>

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 245 will continue to use ESSER III funds to provide professional development opportunities for staff to address the social & emotional challenges caused by the COVID-19 pandemic. USD 245 board of education and administration will also continue to provide the necessary tools for our staff to address the learning loss we have experienced due to the COVID-19 pandemic.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will use the ESSER III funds in several different evidence-based interventions to address learning loss. First, our students are struggling with literacy. Our younger students have gaps in phonemic awareness and the data shows all of our students are struggling with comprehension. Evidence suggests that the use of an Interventionist will help our district address these issues for the benefit of student learning and achievement. Secondly, students across several grade levels are struggling with math skills. Further evidence suggests that the addition of an interventionist to provide remediation for these students would provide benefits. Students and teachers would receive support from this interventionist using data driven identification and remediation to mitigate the impact of learning loss caused by the COVID-19 pandemic. Additionally, some students may work with this teacher in a small group setting for Tier II or Tier III intervention.

Evidence:

<https://files.eric.ed.gov/fulltext/ED530356.pdf>

<https://eric.ed.gov/?id=ED560695>

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$268,998	\$0	\$268,998	ESSER III Allocations	\$53,800
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$268,998	\$0	\$268,998	Amount Still Needed	\$53,800
In Review Total	\$194,538	\$0	\$194,538	In Review Total	\$53,800
Amount Left	\$74,460	\$0	\$74,460	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
245-3-0001	Direct	True	1000	111	12	\$53,800	Task Force Review
245-3-0002	Direct	False	1000	734	9	\$7,292	Task Force Review
245-3-0004	Direct	False	1000	111	16	\$31,500	Task Force Review
245-3-0005	Direct	False	1000	113	16	\$450	Task Force Review
245-3-0006	Direct	False	1000	111	16	\$1,600	Task Force Review
245-3-0007	Direct	False	2000	121	16	\$24,000	Task Force Review
245-3-0008	Direct	False	2000	122	16	\$2,250	Task Force Review
245-3-0009	Direct	False	2000	121	16	\$6,000	Task Force Review
245-3-0010	Direct	False	1000	111	16	\$33,000	Task Force Review
245-3-0011	Direct	False	1000	113	16	\$750	Task Force Review
245-3-0012	Direct	False	1000	111	16	\$1,800	Task Force Review
245-3-0013	Direct	False	2000	121	16	\$21,000	Task Force Review
245-3-0014	Direct	False	2000	122	16	\$1,500	Task Force Review
245-3-0015	Direct	False	2000	121	16	\$6,300	Task Force Review
245-3-0016	Direct	False	1000	734	9	\$2,396	Task Force Review
245-3-0017	Direct	False	2000	113	16	\$450	Task Force Review
245-3-0018	Direct	False	2000	122	16	\$450	Task Force Review

## Line Item Details

Line Item ID: 245-3-0001

**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 Funds

**Account Number**

42

**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**

USD 245 will use the ESSER III funds to provide principal and other school staff with the necessary resources to address individual students' needs. USD 245 will hire a person to implement, plan and provide tiered services for students K-8. The person hired will be a leader within USD 245 in our efforts to address the learning loss caused by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$53,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$53,800</u>

**Status**

Task Force Review

Line Item ID: 245-3-0002

**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 Funds

**Account Number**

42

**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**

USD 245 will use the ESSER III funds to provide all staff with educational technology 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. In addition, the school will purchase technology to assist in remote or hybrid teaching and learning during a pandemic.

The interactive displays that were purchased are a large help when remote learning , if necessary. It allows the teachers to easily share their screen and actively interact with the students to make remote learning/teaching a better experience for all. The interactive boards allow teachers to connect worldwide to other career opportunities that may be presented to them in the future that we do not have in our small rural community.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,292
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,292</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 Funds

**Account Number**

42

**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**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Staff: 21 employees received \$1500 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$31,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$31,500</u>

**Status**

Task Force Review

Line Item ID: 245-3-0005

**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 Funds

**Account Number**

42

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Part-Time Staff: 1 employee received \$450 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$450
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$450</u>

**Status**

Task Force Review

Line Item ID: 245-3-0006



**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 Funds

**Account Number**

42

**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**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Staff: 2 employees received \$800 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,600
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,600</u>

**Status**

Task Force Review

Line Item ID: 245-3-0007

**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 Funds

**Account Number**

42

**Function Code**

2000 - Support Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Staff: 16 employees received \$1500 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$24,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,000</u>

**Status**

Task Force Review

Line Item ID: 245-3-0008

**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 Funds

**Account Number**

42

**Function Code**

2000 - Support Services

**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**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Part-Time Staff: 3 employees received \$750 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,250
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,250</u>

**Status**

Task Force Review

Line Item ID: 245-3-0009

**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 Funds

**Account Number**

42

**Function Code**

2000 - Support Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Staff: 6 employees received \$1000 in December 2021

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 245-3-0010

**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 Funds

**Account Number**

42

**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**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified FT Staff: 22 employees will receive \$1500 in December 2022

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 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$33,000</u>

**Status**

Task Force Review

Line Item ID: 245-3-0011

**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 Funds

**Account Number**

42

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-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**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Part-Time Staff: 1 employee will receive \$750 in December 2022

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 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$750</u>

**Status**

Task Force Review

Line Item ID: 245-3-0012

**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 Funds

**Account Number**

42

**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**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Staff: 2 employees will receive \$900 in December 2022

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 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,800</u>

**Status**

Task Force Review

Line Item ID: 245-3-0013

**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 Funds

**Account Number**

42

**Function Code**

2000 - Support Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Staff: 14 employees will receive \$1500 in December 2022

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 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,000</u>

**Status**

Task Force Review

Line Item ID: 245-3-0014



**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 Funds

**Account Number**

42

**Function Code**

2000 - Support Services

**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**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Part-Time Staff: 2 employees will receive \$750 in December 2022

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 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$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: 245-3-0015

**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 Funds

**Account Number**

42

**Function Code**

2000 - Support Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Staff: 7 employees will receive \$900 in December 2022

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 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,300
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,300</u>

**Status**

Task Force Review

Line Item ID: 245-3-0016

**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 Funds

**Account Number**

42

**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**

USD 245 will use the ESSER III funds to provide all staff with educational technology 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. In addition, the school will purchase technology to assist in remote or hybrid teaching and learning during a pandemic. The district plans to purchase additional iPads, chromebooks, access points or various other technology accessories as needed for students and staff depending on the needs as they arise.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,396
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,396</u>

**Status**

Task Force Review

Line Item ID: 245-3-0017

**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 Funds

**Account Number**

42

**Function Code**

2000 - Support Services

**Object Code**

113 - Part-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**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Certified Part-Time Staff: 1 employee will receive \$450 in January 2023

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$450
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$450</u>

**Status**

Task Force Review

Line Item ID: 245-3-0018

**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 Funds

**Account Number**

42

**Function Code**

2000 - Support Services

**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**

USD 245 will provide premium pay for all district personnel. The total amount will be paid in the following manner:

- Classified Part-Time Staff: 1 employee will receive \$450 in January 2023

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to:
  - o Analyze achievement and growth data
  - o Develop and provide targeted interventions
  - o Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results.
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$450
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$450

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0254

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>
Barber County North	100 E. First, Medicine Lodge, KS 671040288	Box 288, Medicine Lodge, KS 671040288
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ryan Cunningham	supt@usd254.org	(620) 886-3370

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Ryan Cunningham	Superintendent	rcunningham@usd254.org	(620) 886-3370

## 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.usd254.org/safe-return-plan>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

The first pieces of our plan to keep our students in school addresses the idea of limiting the potential exposure of Covid positive students from the other students and staff at school by following an aggressive illness policy that encourages ill students to stay home when sick and makes testing free and easy through the school. Once the students are in school we utilize mitigation strategies such as masking and spreading students out when possible to reduce the possibility of contraction at school. These pieces are already in place.

We will utilize our current funds to upgrade our abilities within our buildings to limit the spread of disease within classrooms as well as in common areas such as water fountains and bathroom sinks. This will be accomplished through upgrading HVAC units to include better filtration systems and scrubbers to clean the air within the classrooms and touchless water fountains and sinks in the bathrooms.

A combination of preventative measures that we can control in the environment and a policy that identifies students that are ill and requires them to stay home until they are safe to return allows our students the best ability to be healthy and in school to the maximum extent possible.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

In developing our ESSER plan, we conducted a survey with our 5th-12th grade students and hosted focus groups with student leadership groups and informal questioning in classes to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

1. Access to the curriculum in a digital format
2. Accessibility (connectivity)
3. Capability of recording lessons to review during unscheduled class times (after the live session has ended)
4. Social and Emotional supports and spaces. (places and materials to help students relax or take a break)

The top suggestion from students was:

1. General accessibility (Making sure all students have access to instruction both at school and away.)

Our ESSER plan takes these recommendations into consideration, specifically in the areas of classroom instructional technology and Social and Emotional support. Some of the other ideas will be addressed with funding other than ESSER.

## Families

We reached out to representatives from all subgroups of families in this process. Currently, we do not have any students that qualify as homeless, one family that qualifies as migrant, three families with ELL students, and multiple families with children qualifying for special education services. Because we have such a small group represented in these groups, we were able to reach out to easily see their responses to our surveys and have individual conversations with them at meetings discussing student services. The answers within these subgroups were similar to the entirety of our stakeholders, with special emphasis on staffing to support the individual needs of students.

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys, SITE Council meetings, and Parent/Teacher Conferences, IEP meetings, and phone calls to gather feedback from parents. We had 67 responses to our survey, which allowed families to rate each of the allowable use categories on a four-point scale from "not important" to "very important." Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

Rated as "very important" or "important"

1. Additional personnel and staff support for academic intervention (86%)
2. Additional instructional materials and resources (software, textbooks, curriculum, etc.) (84%)
3. Expanded Social and Emotional learning and mental health services. (80%)
4. Facility upgrades that support student health needs. (76%)
5. Teacher professional development to support teacher growth. (76%)
6. Additional behavior support and interventions. (76%)

Individual conversations with parents, as well as small group meetings with PTO and Site Council, revealed similar priorities along with support for identified possible solutions to address the identified needs of our students, specifically in the areas of literacy and social and emotional learning and support for students of all ages.

You will see that these suggestions from parents are reflected in the plan we developed and aligned very well with the needs identified by staff, students, and administration.

## 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 levels, as well as with our local Special Education cooperative. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as the most important to address in our district.

1. An increased focus on reading and literacy, primarily in students that were learning to read during the pandemic.
2. Student and staff leadership social and emotional learning and support.
3. Facility upgrades that support student health needs.
4. Professional learning opportunities for staff that build our capacity to support struggling learners and increase engagement and student ownership of their learning.

You will see that this information plays a prominent role in our ESSER plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups, including staff, students, parents, administration, and state organizations, including our local bargaining unit. All staff were given the opportunity to fill out a survey expressing their opinions about the best use of this funding as well as small group "How might we?" discussions at staff meetings. We also met with our local bargaining unit staff to get their perspective on the addition of staff in particular, as that was a common theme among all stakeholders. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

1. Needing more staff to provide interventions to students that are struggling.
2. Evidence-based curriculum and professional learning to increase educator capacity to impact students during core instruction positively. It is important for us to be able to build capacity with our students to continue to receive benefits from the funding years into the future. Developing our staff gives us the ability to extend our growth with students past the time when ESSER money is available.
3. A Social/Emotional learning curriculum and staff to better support the mental health needs of students. "Leader in Me" has been identified as a program of interest after a book study last summer. The idea of student ownership in their learning and life skills that promote a strong working future is important to the success of our students after high school as well as our small community.
4. Facility upgrades that allow us to spread out students and better control germs in the building with quality filtration HVAC units and touchless water fountains and sinks.
5. Continuation of Summer Camps and Summer School programs that bridge the gap between the end of summer and the beginning of the fall. Keeping our students' brains engaged reduces regression for students that may not otherwise have the opportunity to participate in activities throughout the summer that keep them learning, such as our summer reading program through the local library or learning opportunities through field trips and vacations. Our summer programs have helped us ensure that all students have access to these opportunities.

## **Tribes**

In a review of our student information system, we identified 2 families with children registered as Cherokee or C-A. During conversations with these families, they indicated the following strategies would be of the greatest benefit to them and, in their opinion, all students:

1. Continuing with Summer school and camp options for students.
2. Offer after-school homework help and tutoring options.
3. Family education and support options.

Our ESSER plan includes these suggestions based on their feedback to meet the needs of our students best.

## **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:

Disability Rights Center of Kansas  
ACLU of Kansas

While we did not hear back from them, we have still added the following supports to our plan, based on conversations with staff that serve this population of students as well as parents marking that they represented learners that meet this criteria:

1. Continuation of Summer Camps and Summer School programs that bridge the gap between the end of summer and the beginning of the fall. Keeping our students' brains engaged reduces regression for students that may not otherwise have the opportunity to participate in activities throughout the summer that keep them learning, such as our summer reading program through the local library or learning opportunities through field trips and vacations. Our summer programs have helped us ensure that all students have access to these opportunities.
2. A Social/Emotional learning curriculum and staff to better support the mental health needs of students. "Leader in Me" has been identified as a program of interest after a book study last summer. The idea of student ownership in their learning and life skills that promote a strong working future is important to the success of our students after high school as well as our small community.
3. Evidence-based curriculum and professional learning to increase educator capacity to impact students during core instruction positively. It is important for us to be able to build capacity with our students to continue to receive benefits from the funding years into the future. Developing our staff gives us the ability to extend our growth with students past the time when ESSER money is available.

**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 representatives of the subgroup populations in our school district in developing our ESSER support plan.

In this group, some are not represented in our population of students. We do not have any students that qualify as homeless, one family qualifying for migrant, none that are in foster care, none that are incarcerated, and only a few families with students qualifying for ELL services.

Therefore we focused on the few families represented in the categories above and the families with students in Special Education, as they are the largest of the groups listed above. We conducted a specific ESSER survey asking about the uses of funding that would best support their students, with some examples and descriptions of current uses of ESSER 1 and 2 funding as well as some evidence-based suggestions provided by KSDE and some open-ended suggestion boxes. and have also engaged in focus group conversations. We also did our yearly family engagement survey, identifying potential areas of concern that we could address using ESSER 3 funds. We had 70 parent responses out of about 400 students to the ESSER survey and 195 responses to the family engagement survey. Of the 70, we only had two parents that selected the "parent of a student with special needs" checkbox, but those two responses aligned similarly with all of the other responses to the survey.

Because we had few designated responses from these subgroups, we continued these conversations informally within IEP meetings and at parent/teacher conferences. The feedback we received in these meetings matched the responses we received from the surveys.

Finally, we surveyed staff and had conversations with our staff and our Special Education Interlocal serving our ELL, migrant, and Special Education students.

As a result of the feedback we received, it was clear that the following supports were most needed. These areas are addressed within our plan.

1. Needing more staff to provide interventions to students that are struggling.
2. Continuation of Summer Camps, Summer "Jump-Start," and After school help and tutoring. This was a big priority for this group.
3. Social and emotional needs of students as well as mental health supports.

### **Provide the public the opportunity to provide input and take such input into account**

Throughout this process, we took a couple of steps to make sure that we involved our community (both parents and non-parents) in this process. First, we shared information with the public at our board meetings which are available to watch via zoom, in the newspaper, and in school newsletters and announcements that are distributed throughout the community about ways that we are using ESSER II funding and the impact those funds are having on our students.

Then, this fall, we added survey information to our sports programs as well as putting it out on our website, newsletters, and our communication app, "ParentSquare" which reaches 100% of our parents as well as community members that sign up to receive our updates. This gave community members that may not have a child in school the opportunity to share their feedback. The survey listed potential options for the money to be spent on and allowed the participant to rank them in importance similar to the one we set out to our parents.

The most requested items of the survey revealed that: Additional personnel (social-emotional & instructional) and after-school programs, and summer school/camp were the most popular uses of funding from the responses. This feedback was taken into account and is reflected in our plan.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

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**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Barber County North USD 254 students (450) and staff have been affected greatly by the COVID virus. During the 2019-2020 school year, schools across Kansas were closed after Spring Break by order of the Governor. During this time, we taught remotely and did as well as we could being thrown into a situation we have never been in. Students were not learning at the same rate as when in school, and the discrepancy between regular education students and Special Education/Title students grew greatly. The inability of students to get together and interact was a great loss as well. Many students started having emotional issues and struggled while we were learning remotely. Students in poverty also struggled more than other students during this time. The cost associated with our closing school was huge. We struggled to get resources, and we were also having a problem getting teachers to stay and finding teachers to come and work in our district.

These last few years, our students and staff have worked hard to recover some of the lost learning they experienced. This has hit the hardest in reading. While we have seen positive and quick growth in math, reading has lagged behind. Almost 70% of our students scored a one or a two on the state assessment this last year despite over 50% of them exceeding their projected growth from fall to spring. In our lower grades, our students are starting lower in reading than they ever have with over 70% of our kindergarten students screening in as "high-risk."

The interventions we made over the last few years are working, but we are not where we want or need to be yet. This continued financial support will help us build on our successes and will significantly reduce the negative impact on our students from the last three years.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We are using the website - <https://www.visiblelearningmetax.com/influences> to compare the anticipated effects for students provided by the strategies we would like to invest our money in to make sure that these strategies show at least moderate to strong evidence according to the ESEA Tiers of Evidence rubric. Examples of specific strategies and their tier based off of evidence include:

1. Micro-teaching video review of lessons (Specific to older students) Tech that would enable teachers to easily record micro lessons for students to watch if they miss instruction, or for them to go back to when they need assistance for review - "Potential to considerably accelerate" [https://www.visiblelearningmetax.com/influences/view/micro-teaching~video\\_review\\_of\\_lessons](https://www.visiblelearningmetax.com/influences/view/micro-teaching~video_review_of_lessons)
2. Collective Teacher Efficacy - curriculum, programming, and professional learning that increase teachers confidence in themselves and their teams to meet the needs of all of our learners. - "Potential to considerably accelerate") [https://www.visiblelearningmetax.com/influences/view/collective\\_teacher\\_efficacy](https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy)
3. Self-reported grades by students - the Leader in Me program includes individual student notebooks that students track their own learning and progress. "Potential to considerably accelerate" [https://www.visiblelearningmetax.com/influences/view/self-reported\\_grades](https://www.visiblelearningmetax.com/influences/view/self-reported_grades)
4. Small group learning - Additional staff utilized to provide smaller group instruction in lower grade classrooms. "Potential to accelerate" [https://www.visiblelearningmetax.com/influences/view/small\\_group\\_learning](https://www.visiblelearningmetax.com/influences/view/small_group_learning)
5. Summer School/Camp and After School programs - We will utilize funds to continue to offer after school homework help and additional summer camp/school experiences for all students to engage in. "Likely to have a small positive impact" [https://www.visiblelearningmetax.com/influences/view/summer\\_school](https://www.visiblelearningmetax.com/influences/view/summer_school)

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The remaining money we have will go to facility upgrades that will help us keep our students in school and reduce the number of students missing school for illness.

**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 collect data on our academic and social/emotional growth at all levels three times per year. On top of that, we have specific scoreboards that we are using within our buildings, classrooms, and individual student data notebooks. These help us track our students' progress in identified priority areas such as attendance and reading fluency/comprehension.

Our leadership teams meet in each building twice per month and report back to their grade-level bands or their academic departments. Data is reviewed within all teams and as buildings whenever a new cycle is complete. This data is also shared with the Board as well as our SITE councils groups. We believe that transparency and measurable goals will help us be successful in all of the areas we want to impact.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$779,134	\$0	\$779,134	ESSER III Allocations	\$155,827
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$779,134	\$0	\$779,134	Amount Still Needed	\$155,827
In Review Total	\$637,000	\$0	\$637,000	In Review Total	\$310,000
Amount Left	\$142,134	\$0	\$142,134	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
254-3-0001	Direct	True	1000	111	12	\$42,000	Task Force Review
254-3-0002	Direct	True	1000	121	12	\$45,000	Task Force Review
254-3-0003	Direct	True	1000	121	12	\$45,000	Task Force Review
254-3-0005	Direct	False	2225	610	9	\$30,000	Task Force Review
254-3-0006	Direct	False	2200	610	9	\$30,000	Task Force Review
254-3-0007	Direct	False	1000	330	12	\$100,000	Task Force Review
254-3-0008	Direct	True	1000	111	11A	\$60,000	Task Force Review
254-3-0009	Direct	True	1000	121	11B	\$10,000	Task Force Review
254-3-0010	Direct	True	1000	330	12	\$60,000	Task Force Review
254-3-0011	Direct	True	1000	111	12	\$48,000	Task Force Review
254-3-0012	Direct	False	2000	111	10	\$50,000	Task Force Review
254-3-0013	Direct	False	1000	610	12	\$60,000	Task Force Review
254-3-0014	Direct	False	1000	610	12	\$20,000	Task Force Review
254-3-0015	Direct	False	1000	610	12	\$20,000	Task Force Review
254-3-0016	Direct	False	1000	610	12	\$17,000	Task Force Review

## Line Item Details

Line Item ID: 254-3-0001

**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**

Staffing

**Account Number**

17-1000-111-103-179

**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**

A certified staff member at the 7-8th grade level to teach ELA. 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 our 7th and 8th-grade classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The additional teacher that we are paying for with these temporary funds will support this grade level of students primarily in the area of reading, which showed the most regression. 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, this teacher will also work with higher-risk students from the 7th and 8th-grade levels that are behind in Reading and demonstrate 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>	\$42,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$42,000</u>

**Status**

Task Force Review

Line Item ID: 254-3-0002

**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**

Instructional Non-Certified

**Account Number**

17-1000-121-101-179

**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**

A 7-8th grade para educator and a high school paraeducator to assist with intervention and remediation for students that are struggling in school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$45,000</u>
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**Status**

Task Force Review

Line Item ID: 254-3-0003

**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**

Instructional Non-Certified Salaries

**Account Number**

17-1000-121-103-179

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Two Grade schools para educator remediation for 21-22 and 22-23 school year working with K-2 students struggling with reading and math.

<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>	\$45,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$45,000</u>
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**Status**

Task Force Review

Line Item ID: 254-3-0005

**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**General supplies and materials  
(Support Services)**Account Number**

17-2200-610-101-179

**Function Code**2225 - Computer-Assisted Instruction  
Services**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**

Purchasing of teacher computers, cameras, and displays, to enhance staff ability to record lessons for students to be used if students are ill, or if they need to go back and rewatch instructions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

Line Item ID: 254-3-0006

**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**

General Supplies and Materials

**Account Number**

17-2200-610-103-179

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

610 - General Supplies and Materials

**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Grade School Purchasing of teacher computers, cameras, and displays, to enhance staff ability to create and record highly engaging lessons for students that allow students to go back to if they are sick and miss the lesson or if they need to revisit it for help.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

Line Item ID: 254-3-0007



**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**

Instructional Supplies and Materials

**Account Number**

17-1000-330-103-179

**Function Code**

1000 - Instruction

**Object Code**330 - Professional Employee Training  
and Development Services**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Implementation and Training of the "Leader in Me" program for all students and staff. This program will help us move forward with individual plans for all students. Teachers will feel more confident in their ability to teach, and students in their ability to learn through the use of individual data notebooks and soft skills learned through the program.

The breakdown for this include:

Annual school membership - \$16,500 three years

Leader in Me Core instruction for staff \$59,792.96

Leader in Me materials K-12 \$14,784.38

Leader in Me National Symposium for Building Leaders, Counselors, and implementation coach \$8922.66

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Task Force Review

Line Item ID: 254-3-0008

**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**

Instructional Certified Salaries

**Account Number**

17-1000-111-103-179

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Schools/Camps for students that will keep their brains engaged throughout the summer. We will do a two-week camp (two hours per day) in early June that is more focused on local field trips and themed camp activities, including reading club, tech, art, and music. We will have ten certified staff members (approximately depending on student numbers) serving approximately 150 students in grades K-6.

Then in July, right before school starts, we will do a reading and math jump start for students that qualify based on their spring screening scores. This time will be focused on a jump start in their next grade content with a refresher of previous content, fact fluency practice, reading fluency, and comprehension activities. We will have six certified teachers doing two two-hour sessions for fifteen days serving students that will be entering grades 1-7.

These camps help reduce the amount of regression from spring to fall by continuing to engage the students in learning activities spread throughout the summer. This is especially important with our at-risk populations of students as well as those with disabilities that were the hardest hit during the interrupted learning experiences we saw amid the pandemic. We partner with local community businesses to take the kids on field trips and expose students to activities that they may not otherwise have access to. These partnerships were strengthened through Covid as local people wanted to find ways to help. We have an especially good relationship with our local library that has grown over the past few years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Task Force Review

Line Item ID: 254-3-0009

**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**

Instructional Non-Certified salaries

**Account Number**

17-1000-121-103-179

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After-school programs at MLGS assist students with homework completion and extra reading practice. These services will be provided 3-4 days per week for up to 1.5 hours per day. We will have two non-certified staff members that will assist students depending on the need per day.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$10,000</u>
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**Status**

Task Force Review

Line Item ID: 254-3-0010

**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**

Professional Learning

**Account Number**

17-1000-330-103-179

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

LETRS Training compensation for all certified staff Pre-K-4, PED, Title, and ELA teachers in the district.

<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>	\$60,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$60,000</u>
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**Status**

Task Force Review

Line Item ID: 254-3-0011

**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**

Full Time Certified Salaries

**Account Number**

17-1000-111-103-179

**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**

A certified staff member at the K-1 grade level. 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. Our local assessment showed that the Kindergarten and 1st-grade classes fell behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The additional teacher that we are paying for with these temporary funds will provide targeted instruction to students in these 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, this teacher will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and require more intensive intervention.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$48,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$48,000**Status**

Task Force Review

Line Item ID: 254-3-0012

**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**

Full-time Certified Salaries

**Account Number**

17-1000-111-103-179

**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**

Hire a full-time counselor/social worker to support the mental health needs of our students.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50,000**Status**

Task Force Review

Line Item ID: 254-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Materials

**Account Number**

17-1000-610-103-179

**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**

iReady Reading and Math Curriculum K-6 with professional learning, increasing the effectiveness of core instruction. This curriculum supports our efforts to become more personalized with our instruction as well as our small group model of instruction.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$40,000

**Budgeted Expenditures in SFY 2024** \$20,000

**Total Expenditures** \$60,000

**Status**

Task Force Review

Line Item ID: 254-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies and Materials

**Account Number**

17-1000-610-101-179

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fastbridge (K-12) student monitoring system to better assess gaps in learning and monitor progress of our students at the middle and high school level.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$10,000

**Budgeted Expenditures in SFY 2024** \$10,000

**Total Expenditures** \$20,000

**Status**

Task Force Review

Line Item ID: 254-3-0015

**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**

Instructional Materials

**Account Number**

17-1000-610-103-179

**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**

"Leader in Me" social skills curriculum K-12

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Held - pending clarification on line 007

Line Item ID: 254-3-0016

**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**

Instructional Supplies and Materials

**Account Number**

17-1000-610-103-179

**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**

IXL instructional software in all subject areas for grades 3-8 to help address learning gaps in a supplemental program.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,500**Budgeted Expenditures in SFY 2024** \$8,500**Total Expenditures** \$17,000**Status**

Task Force Review



# ESSER III APPLICATION FOR D0270

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>
Plainville	203 SE Cardinal, Plainville, KS 67663	203 S. E. Cardinal, Plainville, KS 67663
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Lisa Gehring	lgehring@plainville270.net	(785) 434-4678

## 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>
Lisa Gehring	Superintendent	lgehring@plainville270.net	(785) 434-4678

## 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.plainville270.net/vnews/display.v/ART/6398cc642cfc3>

## 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 staff at USD 270 works very hard to provide a safe environment for all students and staff. We developed a cleaning protocol that is implemented each and every day. In addition, we encourage our students and staff to stay home when they are ill. We work closely with our county health department to make sure we are following the CDC guidelines. My team and I have been in close contact with our area KDHE representative. She has provided great guidance when it comes to prevention and mitigation strategies. Again this year, I applied for and received a KDHE grant. Through this grant I have been able to receive the Over The Counter (OTC) COVID-19 tests. We are offering these test kits to our staff, students, and families. We take extra precautions by cleaning and disinfecting our classrooms on a scheduled basis. Our custodians have added many extra practices and procedures to their cleaning routines.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students



USD 270 Plainville Junior/Senior High School Principal established a group of student leaders where he could take topics to them and then work together with them to develop solutions. He meets with this group throughout the school year. During their discussions, they have discussed ESSER III. The students had an opportunity to provide input. In addition, we have students from the Junior and Senior classes who serve as members on our Site Council. This committee meets quarterly to discuss many topics in the school. We discussed ESSER III at our meetings. The principal conducted a survey of all high school students concerning the social emotional effects due to COVID-19. Approximately 110 students received the survey. There were 78 students who completed the survey. Based upon the survey, we felt there was a distinct need to enhance our social emotional learning curriculum. The ESSER funds will help to mitigate the expenses of the SEL curriculum. This provides an opportunity to directly target student needs.

## **Families**

To gather information from our families, the district conducted a survey of all families. In our most recent survey, we had 97 families respond out of approximately 243 families. This is roughly 40% of our families. Families are most interested in: providing academic support, offering mental health opportunities, and enhancing technology support. As a result we implemented: a Summer Academy for elementary students, Summer School for our high school students, academic support during the school year, and mental health support. In addition, we ensured that all students had a Chromebook and the access to the internet. The survey also reinforced the positive communication we offer to our families. Another way we asked for input from our families was by posting information on our social media accounts and asking for input. This was a way we shared information regarding COVID-19 protocols and procedures as well. We encouraged our families to reach out to us with their concerns and ideas. Families were invited to attend our Board of Education meetings. Every week we met with the other area schools, the county health officials, and the emergency management director. Then, every Friday morning we provided a message to our families about the current status of COVID-19, and we reinforced the practices and protocols to keep our families safe.

## **School and District Administrators including Special Education Administration**

As Superintendent of USD 270, I work closely with my building administrators. Formally, we meet twice a month to discuss many topics including COVID-19 and ESSER. Informally, we are in communication several times a day. All administrators helped develop the ESSER III plan. The building principals contributed their thoughts and ideas regarding the best way ESSER III funds would support teachers, staff, and all students. We implemented a Summer Academy for elementary students and a Summer School for high school students. We believe we have a strong educational staff at USD 270. Some of our ESSER III funds are going toward retention of our teachers and staff. We want to keep the strong staff we have. They have gone above and beyond during the pandemic, and we want them to continue with us. USD 270 is a member of the NCKSEC, our special education cooperative. I attend monthly meetings at NCKSEC. In addition, I visit with the special education administration several times a month. One of the topics we discuss is COVID-19 and how we can best utilize the ESSER funds. The district collaborated with our special education cooperative as we develop the plan to insure that it supported the needs of all populations of students. All the administrators in Rooks County meet every Friday to review our current status with COVID-19 and to provide support to one another. We develop a collaborative message to share with all of our stakeholders.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

USD 270 Plainville is committed to building relationships and making every member of our staff feel valued. As Superintendent, I have shared with all employees information about ESSER. All staff has had an opportunity to provide input into best ways to utilize ESSER funds. Our District Leadership Team is comprised of faculty representatives from PreK-12. DLT meets once a month. During our meetings we discussed the best way to utilize our ESSER III funds to support the learning loss of our students. They provided input into the plan. Throughout the pandemic, I met with all staff on a weekly basis to make sure we were meeting the needs of our staff and students. The building principals held weekly meetings with teachers for the chance to receive input from them and keep a close eye on their staff. Our P-KNEA has played a significant role in the plan for ESSER III funds. The teachers' negotiating team presented a plan for the board negotiators to consider. The Board of Education accepted the teachers' proposal, which is provided in the budget summary section. Retention premium will be given to staff who remain in the district. The first premium "retention" will be given in September 2022. This is for teachers and staff who have been with the district for a minimum of three months. The second premium "retention" will be given in December 2022. This same system is set up for the 2023-2024 school year and for the fall of 2024. This agreement was unanimously agreed by the Board of Education and the P-KNEA teachers group in August 2022. USD 270 values our staff, and we want them to remain in education and specifically at USD 270 Plainville.

## **Tribes**

We do not have a tribe in our area. I visited with area Superintendents to understand how they were addressing this area. I reached out to KSDE for guidance as well. Our student management coordinator and I reviewed the enrollment data and found two students who identified as American Indian. This is a new family to our district. Like all families in our district, we work very hard to build relationships. Rather than singling out this family individually, the district provided an opportunity for all families to discuss concerns and ideas with building administration, the superintendent, or the board at monthly meetings. I also reached out to the Kickapoo Chairman Mr. Lester Randall and the Iowa Tribe of Kansas & Nebraska Chairman Mr. Timothy Rhodd; however, I have not been able to reach them as of yet. While we did not hear back from anyone, we have implemented the following strategies that we believe will benefit our Native American students: 1) review assessment data and implement instructional strategies as needed; 2) review SAEBRS data and implement social emotional supports as needed; 3) communicate quarterly with parents to see if any additional supports are needed.

### **Civil Rights Organization including Disability Rights Organizations**

I reached out to the Kansas Human Rights Commission and the Kansas Action for Children to seek input from the organizations regarding the best way to meet the needs of students as it relates to their civil rights. I was able to find an email address to the Kansas Human Rights Commission and a phone number for the Kansas Action for Children. I sent an email to the KHRC, and I left a message for "Rachel" with the Kansas Action for Children. Fortunately, I was able to reach both of them. When I visited with Rachel about the ESSER III funds, she said their organization has not had much time to address this. I received an email from the Executive Director of the Kansas Human Rights Commission Ruth Glover. Ms. Glover said the Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding plans. To address the needs of our students, we have implemented the following supports, which we believe will benefit all students: 1) school mental health liaison - Our school mental health liaison is available five days a week; 2) Cardinal Closet - one of our student leadership groups implemented a Cardinal Closet that has slightly used clothing. Any student may "shop" at the closet. This was a result of conversations with our high school students regarding ways to best utilize our ESSER III funds to maximize the benefit to all students. I am very proud of our high school students and their concern for all of their peers. Many of our students who are considered "underserved" have found great value in this new program. USD 270 has worked very hard to provide equal opportunity to all students. We discussed ways to serve all students during this difficult time. We provided hot spots to students who did not have internet access at home. In addition, we offered hours where students could come to one of the school buildings if they lived in a remote area where they could not have internet at home. To regain some of the instruction lost due to the pandemic (remote learning, etc.) we have implemented the following supports: additional supports in the classroom, additional before/after school programs, increase in behavioral supports, school mental health liaison, 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**

USD 270 Plainville does not have many of the groups listed above. The three populations we have include: children with disabilities, children in foster care, and underserved students. We have 73 children with disabilities, which is 18% of our population. We have two students in foster care, and 183 underserved students, which is roughly 44% of our population. Parents/guardians, regular and special education staff, and the students themselves represent the interests of our children with disabilities. Foster parent/guardians and the students themselves represent the children in foster care, and parents/guardians and the students themselves represent underserved students. The children considered underserved are students who live in poverty. To make sure each of the stakeholders have input, we have asked them to participate in our family survey. Our administration also participates in a monthly MDT meeting. Representatives from DCF, St. Francis, law enforcement, and social workers attend these meetings as well. This gives our administration an opportunity to visit with the representatives and to establish ways to help these children. We also work with Families Together and KidLink to provide the best supports possible to our families. Students in KidLink transfer into our preschool program with IEP supports already in place. We currently do not have English Learners, homeless students, migratory students, or incarcerated students; however, all other populations are represented, and we believe their voices are represented in our ESSER III plan.

### **Provide the public the opportunity to provide input and take such input into account**

USD 270 held a public Site Council meeting where the public was able to provide input into our ESSER III plan. Our Site Council has 13 members including: students, teachers, and administrators. There are four members who do not work for the school district. They represent the community and businesses. The community also has a Lions Club. They represent the general community. There were roughly 15 members in attendance. I made a presentation to the Lions Club in the Fall of 2022. I shared with them how the budget works, and I explained the ESSER funds. We had a great discussion. They asked general questions about the budget but nothing specific about ESSER. I shared with them our possible plan for ESSER funds. They were very supportive. To further receive input from our stakeholders, we sent a survey to our parents/guardians, students, and staff. There were 97 parent/guardian surveys. After reviewing the information, we determined the items important to our stakeholders included: safe facilities, strong/stable staff to work in our district, additional personnel to work with our students, additional devices and internet access for all students, and instructional materials. Another way we utilized to reach the public was by broadcasting our board meetings. This was a new practice for our district as we had not previously broadcasted our meetings. We established a system to livestream the board meetings. Patrons, parents/guardians, and community stakeholders were able to submit questions to the board during the meeting. The board was able to instantly hear from the public and either address their concerns or take their suggestions under advisement. In addition, our county health official served as a resource during our board meetings. She provided updated information and addressed all questions. The public had the opportunity to work with the Board of Education as we discussed COVID-19 and the best way to utilize ESSER 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.**

The COVID-19 pandemic brought many challenges to USD 270 Plainville, but our district responded with dignity and grace. In everything we do, we ask ourselves, "What is best for students?", and this challenge was no exception. Throughout the entire pandemic, we worked together with our families and community stakeholders to provide the best education possible. This did not come easily, however. Our students struggled with academics and social emotional issues. We are extremely grateful for the ESSER III funds. The main focus of the funds is on learning loss. USD 270 adopted a new math and reading curriculum to address the learning gaps created by the loss of instructional time with the teacher. We believe the most important piece of a child's education is his/her teacher. We have been very fortunate not to lose too many teachers during this troubling time; therefore, we are putting much of the funds to a premium retention so we may keep the quality staff that we have. We added teachers so we could maintain a small class size in our elementary classrooms so the teachers would be able to address learning loss. Everywhere we look, we see schools and businesses struggling to find good help. We recognize that our district is successful due to all of our staff including our classified staff as well; therefore, the premium retention is going to our support staff and classified staff. These amazing employees are going above and beyond to make sure we have a safe environment for all of our students and staff.

**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 majority of our funds will be spent to address learning loss. USD 270 will use the funds exactly the way it is described "... under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through implementation of evidence-based intervention". We are implementing summer learning and summer enrichment. We have before and after school small group tutoring available in both of our schools where students receive additional help from certified teachers. We offer an extended school year to students who qualify by demonstrating a need for continued academic support beyond the regular school year. USD 270 has implemented a Summer Academy for our elementary students. For four weeks in the summer, students are able to come to the elementary school to work with their teachers on many academic skills and social emotional activities. Students at the high school have the opportunity to attend Summer School to make up any credits they may have lost during the school year. We believe in the research about the impact a teacher has on student learning. We also added teachers at the elementary school so we may reduce class sizes. We are investing in our teachers because we believe they make the greatest impact on student learning. The high school principal researched to find a social emotional curriculum that would help his students. According to our ESSER III plan, approximately 84% of our allocations will go to address learning loss. We are spending the majority of our funds on reducing class sizes and retaining excellent quality staff.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

In addition to the additional learning options, we are providing premium retentions to our existing staff. We want our existing staff to remain at USD 270. We have worked very hard to get the "right people on our bus". This includes our classified staff. Due to our positive culture and valuable relationships, USD 270 has very little turnover. Even though it has become extremely difficult to find staff, we are committed to hiring only the best in our district. We plan to offer premium retentions to our classified staff who remain in our district. Premium retentions will be given to classified staff following the same schedule as the certified staff. The high school has seen an extreme increase in the use of vaping devices. This has been documented by the increased number of office referrals due to vaping. When the principal has a conversation with the students about vaping, many of the students indicate they use a vaping device to deal with stress. The students indicate that much of this is attributed to the pandemic. Therefore, we would like to purchase vape detectors for the high school. We believe this will allow us to deter students from vaping. With the additional teachers we added to our district, we did not have all the necessary equipment for the new classrooms. Additional desks and chairs are items needed. In addition, we need a Smart Panel for the classroom. The ESSER funds will allow us to equip the new classroom with the technology available in the other current classrooms. Several students at the high school met with the high school principal about the possibility of adding an eSports program. The students thought this would be a great use of ESSER funds. The students researched the program and found other schools in the area who have an eSports program. They sent out a survey to all high school students to find out if students in our district are interested in the program. The survey found an overwhelming amount of students interested in the program. We had 64% of students who said they would participate and 24% who said they would be interested in learning more about it. Potentially, we could have 88% of our student body involved in eSports. The students presented their idea to the Board of Education. The board is in support of the program. We believe this will allow us to reach another demographic of students who may not otherwise be involved in extracurricular activities.

**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 270 is devoted to addressing the academic, social emotional, and mental health needs of our students and staff. We are extremely grateful for the ESSER funds. It is our goal to be good stewards of these funds. We want to ensure that the interventions we have selected address the loss of instructional time and the additional social emotional and mental health needs of ALL students. We are paying particular attention to students who may have been disproportionately impacted by the pandemic. A very important assessment tool we use in our district is FastBridge. This assessment is given to students in preschool through high school. This assessment measures reading and math growth. We give the assessment three times a year. In addition, we progress monitor all students who are flagged as at-risk. Those students receive additional interventions to help them close the gap. This assessment has been in place for multiple years. We feel confident as a district that we are able to view a child's growth and make informed data-based decisions for each child. SAEBRS is an assessment tool we use to monitor the social emotional health of all students. Beginning in 2nd grade, students participate in a self-assessment and the teacher completes an assessment on each of his/her students. This allows us to monitor and to intervene as needed. The Kansas Assessments are one of the measures we use to determine a student's academic needs. State assessments, FastBridge, and classroom performance are all part of the triangulation of data used to identify students academic growth. Our district has administered the Kansas Communities That Care survey for the last several years. KCTC is given to students in grades 6, 8, 10, and 12. With parent permission, the students anonymously answer questions about social issues. The data is compared to other districts in our county and the state. This helps us to understand some of the social struggles of our students. From there, we are able to provide guidance and professional development for our students and staff. Our DLT will continue to meet every month to address the goals of the district. This includes student academics, social emotional health, teacher professional development, teacher retainment, curriculum adoptions, and many more topics. At the building level the BLTs meet once a month. They are able to look at building level data and make decisions the are specific to their building and are aligned with the district goals. Teachers in each building meet on a weekly basis in grade level or content area collaboration groups. They discuss individual student data and make decisions about interventions the student may need. Social emotional and mental health needs are also discussed. They make referrals to our school mental health liaison when needed. Our district Site Council will continue to meet quarterly throughout the year. This is a great opportunity to gather input from our parents, business leaders, and community partners. Another way we will evaluate the impact our interventions have on our students is by administering surveys to each of our stakeholders. We find this is a great way to allow them to have a voice as we make decisions for our district.

Finally, our district will continue to have conversations with all stakeholders. We want to hear from our stakeholders, and we know the relationships we have with them are extremely important to our success at USD 270.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$422,299	\$0	\$422,299	ESSER III Allocations	\$84,460
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$422,299	\$0	\$422,299	Amount Still Needed	\$84,460
In Review Total	\$422,299	\$0	\$422,299	In Review Total	\$121,478
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
270-3-0001	Direct	False	2300	680	13	\$19,674	Task Force Review
270-3-0002	Direct	False	2300	680	9	\$1,932	Task Force Review
270-3-0004	Direct	False	1000	300	16	\$743	Task Force Review
270-3-0005	Direct	False	1000	600	9	\$7,992	Task Force Review
270-3-0008	Direct	False	1000	322	12	\$400	Task Force Review
270-3-0009	Direct	False	1000	110	12	\$74,000	Task Force Review
270-3-0010	Direct	False	2300	120	16	\$20,000	Task Force Review
270-3-0011	Direct	False	1000	110	12	\$117,000	Task Force Review
270-3-0012	Direct	False	2300	120	16	\$34,500	Task Force Review
270-3-0013	Direct	False	1000	220	12	\$9,832	Task Force Review
270-3-0014	Direct	False	1000	220	12	\$14,748	Task Force Review
270-3-0015	Direct	True	1000	110	12	\$48,000	Task Force Review
270-3-0016	Direct	True	1000	110	12	\$48,478	Task Force Review
270-3-0017	Direct	True	1000	110	12	\$2,000	Task Force Review
270-3-0018	Direct	True	1000	110	12	\$23,000	Task Force Review

## Line Item Details

Line Item ID: 270-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Equipment

**Account Number**

87030

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

680 - Miscellaneous Supplies

**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 chairs and desks are necessary for our elementary building so we may add two elementary classrooms. This will allow us to have smaller class sizes with a smaller student-teacher ratio. This will allow teachers to address learning loss of individual students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,674
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$19,674

**Status**

Task Force Review

Line Item ID: 270-3-0002

**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**

Equipment

**Account Number**

87030

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

680 - Miscellaneous Supplies

**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**

View Sonic Smart Panel is needed for the additional classroom we added at the elementary school. With the additional classroom, class sizes are smaller. Teachers are able to provide individualized instruction to address learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,932
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,932

**Status**

Task Force Review

Line Item ID: 270-3-0004

**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**

Miscellaneous

**Account Number**

87070

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Splashtop is a computer program that allows staff to access their computers remotely in the event of school closure. When COVID-19 is impacting the staff and they are unable to come into the building, Splashtop allows us to continue to work from home.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$743
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$743</u>

**Status**

Task Force Review

Line Item ID: 270-3-0005

**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**

Supplies

**Account Number**

87050

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

School Connect 3rd Edition - Social Emotional Curriculum is needed for the high school to address the social emotional needs of the students. Lessons from the curriculum are used on a weekly basis and target topics the staff has deemed important for the student body.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,992
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,992</u>

**Status**

Task Force Review

Line Item ID: 270-3-0008



**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**

Miscellaneous

**Account Number**

87070

**Function Code**

1000 - Instruction

**Object Code**

322 - Instructional Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PowerPrep ACT Course is a presentation for students from a certified professional who is able to assist students before they take the ACT exam. Due to COVID, many of our students were unable to adequately prepare for the ACT exam. PowerPrep ACT helped 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>	\$400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$400</u>

**Status**

Task Force Review

Line Item ID: 270-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

87040

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium retention - Certified teachers and administrators who remained in the district from the 2021-2022 school year will receive a premium pay - retention. There are 32 teachers and three administrators who will receive \$1000 on September 10, 2022 (\$35,000). There are 36 teachers and three administrators who are continuing to work in our district during the second semester. There will be \$1000 will be added to his/her paycheck on December 10, 2022 (\$39,000).

<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>	\$0
<b>Total Expenditures</b>	<u>\$74,000</u>

**Status**

Task Force Review

Line Item ID: 270-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

87040

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Staff - All classified staff who remain in the district will receive a premium retention during the 2022-2023 school year. There are 17 classified staff who remained in our district for the 2022-2023 school year. These are employees who worked for us during the 2021-2022 school year and are continuing their employment with us. There will be \$500 added to their paycheck on September 10, 2022 (\$8500). There are 23 classified staff who are continuing to work at USD 270 in the second semester. They will have \$500 added to their paycheck on December 10, 2022 (\$11,500).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$20,000

**Status**

Task Force Review

Line Item ID: 270-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

87040

**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**

All teachers and administrators who remain in the district for the upcoming school year will receive a premium pay- retention. There are 36 teachers and three administrators who may receive the premium retention. They will receive \$1000 added to their paycheck on September 10, 2023, December 10, 2023, and September 10, 2024. This a total of 39 certified staff multiplied times three payments of \$1000, which totals \$117,000.

<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>	\$117,000
<b>Total Expenditures</b>	\$117,000

**Status**

Task Force Review

Line Item ID: 270-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

87040

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Staff - All classified staff who remain in the district will receive a premium retention for the upcoming school year. There are 23 classified staff members who may receive \$500 added to his/her paycheck on September 10, 2023, December 10, 2023, and September 10, 2024. This is \$11,500 for each of the three pay periods, which is \$34,500.

<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>	\$34,500
<b>Total Expenditures</b>	\$34,500

**Status**

Task Force Review

Line Item ID: 270-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

87060

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security - This is our social security contribution as required.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,832
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$9,832

**Status**

Task Force Review

Line Item ID: 270-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

87060

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security - This is our social security contribution as required.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$14,748**Total Expenditures** \$14,748**Status**

Task Force Review

Line Item ID: 270-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

87040

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic brought about many challenges for our students. It exposed the need of additional certified staff, which would allow us to increase social distancing in the classroom by lowering the student/teacher ratio with two exceptionally large classes. Our assessment data showed that our 3rd grade and our 5th grade fell behind so academically and social emotionally during the COVID-19 pandemic and during the Remote Learning timespan. The two additional teachers that we would like to pay with these temporary funds are additional teachers for each one of those classes. The improved student/teacher ratio allows us to specifically address learning loss in smaller groups. The teachers are able to work more closely with our IEP students and our student in poverty. The research suggests that these students have the most difficult time reaching and maintaining their grade level. During our MTSS time, these two teachers will work with our Tier 3 students from multiple grade levels. These are the students who have been flagged on our FastBridge assessment. They need a more intensive intervention. The teachers will progress monitor these students weekly. While this amount does not completely cover the cost of two teachers, it significantly helps us work toward closing the achievement gap as identified in our academic data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$48,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$48,000</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**

Salaries

**Account Number**

87040

**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**

As I mentioned in the description for the 2022-2023 school year, the COVID-19 pandemic brought about many challenges for our students. It exposed the need of additional certified staff. By adding two teachers, we are able to increase social distancing in the classrooms by lowering the student/teacher ratio with two exceptionally large classes. Our assessment data showed the 3rd grade and our 5th grade students fell behind academically and social emotionally during the COVID-19 pandemic and during the Remote Learning timespan. The improved student/teacher ratio allows us to specifically address learning loss in smaller groups. The teachers are able to work more closely with our IEP students and our student in poverty. The research suggests that these students have the most difficult time reaching and maintaining their grade level. During our MTSS time, these two teachers will work with our Tier 3 students from multiple grade levels. These are the students who have been flagged on our FastBridge assessment. They need a more intensive intervention. The teachers will progress monitor these students weekly. While this amount does not completely cover the cost of two teachers, it significantly helps us work toward closing the achievement gap as identified in our academic data. These funds will allow us to keep the two additional teachers in the 2023-2024 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>	\$48,478
<b>Total Expenditures</b>	\$48,478

**Status**

Task Force Review

Line Item ID: 270-3-0017

**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**

Salaries

**Account Number**

87040

**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**

USD 270 developed a Before/After School Program to assist students who have experienced learning loss due to the pandemic. Certified teachers provide small group support to students either before school, after school, or both. The program runs Tuesdays through Fridays before school and Monday through Thursdays after school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 270-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

87040

**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**

USD 270 has implemented a Summer Academy for our elementary students. For four weeks in the summer, students will come to the elementary school to work with their teachers on many academic and social emotional skills. They will be engaged in a multitude of activities that will address the specific needs of the students to help them recover skills lost due to the pandemic. The ESSER funds are instrumental in allowing us to provide the instruction our students need to make gains both academically and socially.

<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>	\$13,000
<b>Total Expenditures</b>	<u>\$23,000</u>

**Status**

Task Force Review





# ESSER III APPLICATION FOR D0275

**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>
Triplains	503 Wilson, Winona, KS 677640097	Box 97, Winona, KS 677640097
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Lamar Bergsten	lamar.bergsten@triplains.org	(785) 846-7869

## 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>
Lamar Bergsten	Supt	lamar.bergsten@triplains.org	(785) 846-7869
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Heather Zerr		heather.zerr@triplains.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://docs.google.com/document/d/e/2PACX-1vSOvtjTP\\_CKbgt2O0UgDdAsr7H-F2ZddxyRXpkRGjZm5GN60893nwFVmrVhSTPbHK\\_AHn60eAJaREqH/pub](https://docs.google.com/document/d/e/2PACX-1vSOvtjTP_CKbgt2O0UgDdAsr7H-F2ZddxyRXpkRGjZm5GN60893nwFVmrVhSTPbHK_AHn60eAJaREqH/pub)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 275 Triplains plans to use the funds to help students with learning loss, social emotional issues, and maintain a positive school climate in our rural K-12 school district. We have and will be implementing many strategies to help with learning loss, including a summer enrichment program, updating student and teacher technology, updating educational software, and implementing social emotional strategies across the K-12.

## 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

Student consultation was conducted in two formats, survey and in person groups. 20 students, which is 80% of our 7-12 student body completed a survey and the superintendent met with various groups of students, such as KAY club, Student Council, Freshmen class, Sophomore Class, Junior Class, and Senior Class to discuss issues related to COVID. From these discussions students ideas have been considered in the ESSER application. Information about the survey was sent out on our messaging system and posted on our website. Students ideas included field trips, and student technology. Our ESSER III plan has taken into consideration all of these items.

## **Families**

We sent out an ESSER survey to parents in September 2021 on our parent square messaging system. Information was also posted on the school website. 19 families submitted a response. The categories with the most interest are additional personnel and staff, followed by additional technology and instructional materials. This recommendations are taken into consideration in our ESSER III plan.

## **School and District Administrators including Special Education Administration**

There is only one administrator in the district. The administration sees a need for additional technology along with additional staff if such staff may be located. Our special education department believes students will benefit from extended summer learning opportunities and additional technology. All of this input was used to help develop our plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The superintendent met with all staff to discuss ideas for ESSER funding. We do not have a negotiation process and no teachers' union at USD 275 so the staff meeting produced several ideas including technology and social emotional strategies related to student learning. The group discussed learning loss due to COVID and ways to catch students up both inside and outside the classroom. The teacher input was considered in developing the ESSER III plan.

## **Tribes**

Although the district is unaware of any Tribal residents in the community, we do have 2 students who identify with Native Americans in the district. This family had the opportunity to visit with the superintendent of schools and complete our ESSER III survey. The Kansas Association of Native American Education and the Native American Affairs encouraged us to talk with our local families and provided us with links to the Native American Collaborative which encourages LEAs to address issues of equity, learning loss, social - emotional learning needs, and other critical issues. Through these communications the needs expressed were social emotional programs and field trips. These have all been taken into consideration and are part of our ESSER III plan.

## **Civil Rights Organization including Disability Rights Organizations**

We are a small rural school with an enrollment of 65 students. In order to meaningfully consult with Civil Rights Organizations in our school district, we first considered what internal strategies and action steps we could take. To begin, we attempted to identify specific organizations within our school district boundaries. Then, we attempted to identify parents, guardians, business owners, and/or community members that may be affiliated in some capacity with a Civil Rights Organization, including Disability Rights Organizations. This effort did not produce any contacts for us.

We reached out to the Kansas Human Rights Commission and the Kansas Action for Children organization. We shared our plans for use of ESSER III funds and requested input during this consultation. Ruth Glover of the Kansas Human Rights Commission has stated that this organization has not established guidance regarding ESSER III funding. John Wilson of KAC has mentioned retention pay for teachers and staff.

Sent survey to: [info@aclukansas.org](mailto:info@aclukansas.org) American Civil Liberties Union of Kansas, Kansas Action for Children (sent link via their website contact page: <https://www.kac.org/contact>). Kansas National Association for Advancement of Colored People (sent via their website contact page <https://kansasnaacp.org/contact/>). This is a copy of the link I sent to them. <https://forms.gle/QfHNrN2fcWX1cqQ98>.

Lastly, we consulted with neighboring school districts and our regional service center for their feedback and input. Our plan reflects all of these considerations.

## **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 the Northwest Kansas Educational Service Center to ensure that all students with disabilities; Kansas Kids @ GEARUP, Michelle Nicholson and TFI, Rachelle Roosevelt for students in foster care; as well as inviting teachers and parents of these students to meetings and to complete two surveys. Through these communications these representatives felt the following would be beneficial for students: Summer Programs. After School Programs. Social Worker/Counselor Professional development in trauma informed care Transportation 1 to 1 student technology (the top request for ELL) We currently do not have students who are migratory or incarcerated. However, all other groups had respondents and their voices are represented in our ESSER III plan.

Stakeholders representing the listed subgroup populations

Children with IEP/disabilities – four responses

English Learners – none at this time

Children experiencing homelessness – none at this time

Children in foster care – none at this time

Migratory students – none at this time

Incarcerated students – none at this time

### **Provide the public the opportunity to provide input and take such input into account**

The district has received input from various stakeholders in our small rural district. Our district has approximately 70 students in K-12 so there is overlap among the groups. The ESSER III application information was also shared with our board of education, on our website, the district site council, and with the use of our parent reach 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.**

USD 275 has documented evidence of learning loss during the pandemic when students were not in person. The data shows academic losses, behavior needs, and overall connection with peers effecting emotional behavior. Local assessments show gaps in math and reading throughout the K-12 population. On any given year with our without a pandemic there will be gaps or loss of learning by individual students however, not to the level that this has been documented during this 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)**

USD 275 has implemented a "Summer Camp" for students in K-6 in the summer for a pre-start for the year and help maintain what has been learned and eliminate learning loss over the summer.

Our staff researched the following sources to design and implement our summer program.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed For Quick Review, 77(6), 47–52. Retrieved from [https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 275 will not only look at the learning loss that has occurred we will also look at the buildings to insure students have a safe learning environment. We will also maintain a focus on the social and emotional well being of the students, staff, and community. This was something that many wanted a focus placed when spending the money.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

To monitor the use of and impact of ESSER III funding, academic needs will be reviewed through the use of FastBridge, State Assessments, and ACT. Social Emotional Health will be monitored through FastBridges Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and the The Kansas Communities that Care Survey. Subgroup data will be analyzed separately to make sure all student needs are being met. The expectations are that student grades, engagement, and attendance will begin to show improvement.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$116,698	\$0	\$116,698	ESSER III Allocations	\$23,340
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$116,698	\$0	\$116,698	Amount Still Needed	\$23,340
In Review Total	\$76,104	\$0	\$76,104	In Review Total	\$16,100
Amount Left	\$40,594	\$0	\$40,594	Amount Still Needed	\$7,240

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
275-3-0001	Direct	False	2620	420	7	\$2,250	Task Force Review
275-3-0002	Direct	True	1000	110	11A	\$6,000	Task Force Review
275-3-0003	Direct	True	1000	122	11A	\$1,500	Task Force Review
275-3-0004	Direct	True	1000	946	12	\$5,000	Task Force Review
275-3-0005	Direct	False	1000	110	12	\$21,000	Task Force Review
275-3-0006	Direct	False	1000	120	12	\$1,800	Task Force Review
275-3-0007	Direct	True	1000	600	11A	\$3,600	Task Force Review
275-3-0008	Direct	False	1000	736	9	\$34,954	Task Force Review

## Line Item Details

Line Item ID: 275-3-0001

### 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

COVID Supplies

### Account Number

7

### Function Code

2620 - Maintenance of Buildings

### Object Code

420 - Cleaning Services

### 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**

Supplies necessary for protective purposes and sanitation (i.e. antibacterial cleaners and disinfectants, chemical cleaners, drinking fountain cone cups.)

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$750

**Budgeted Expenditures in SFY 2024** \$1,500

**Total Expenditures** \$2,250

### Status

Task Force Review

Line Item ID: 275-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School

**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**

We have implemented a Summer School session to help with learning loss, we provided this service in the summer of 2022. Plan to provide in the summer of 2023 and 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 275-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Sessions

**Account Number**

7

**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**

The summer school program will provide enrichment and lessons for learning loss to our students. This specific funds will be used to employ paraprofessionals to assist the certified instructors in working with students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 275-3-0004

**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**

07

**Account Number**

5200

**Function Code**

1000 - Instruction

**Object Code**

946 - Professional Development

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Staff will be provided with both professional resources, materials, and training focused on addressing student learning loss among sub groups including primary grade students, children with IEPs, and low income students with interventions and remediation.

This will entail attending workshops and purchasing evidence-based materials in order to help primary students, children with IEPs, and low income students who have been identified through our use of screeners and progress monitoring. Training for staff would include, Fastbridge for math, reading, and social emotional, as well as, Standards and Curriculum, Math Literacy, and Phonics and Stem. Funds provided will help offset the costs for bringing in trainers and attending conferences such as USD, KSDE, and KASB workshops.

At this time we are looking at several different STEM conferences to send our elementary and 7-12 staff to attend, then bring information back to the whole group. We are also looking at bringing in Fastbridge training for our 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>	\$2,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
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<b>Total Expenditures</b>	\$5,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**Conference information provided by district via email: <https://stevespangler.com/conferences-events/stem-conference/>

Line Item ID: 275-3-0005

**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**

Teacher Salaries

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide retention incentive pay for approximately 10.5 staff at \$1,000 to address additional staffing requirements based on COVID, such as cleaning and student social emotional needs that hinder education in the classroom

<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>	\$10,500
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$10,500
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<b>Total Expenditures</b>	<u>\$21,000</u>
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**Status**

Task Force Review

Line Item ID: 275-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salaries

**Account Number**

7

**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**

Provide retention incentive pay for approximately 9 classified staff members at \$1,000 to address additional staffing requirements based on COVID, such as cleaning and student social emotional needs that hinder education in the classroom

<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>	\$900
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<b>Budgeted Expenditures in SFY 2024</b>	\$900
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<b>Total Expenditures</b>	<u>\$1,800</u>
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**Status**

Task Force Review

Line Item ID: 275-3-0007



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School learning supplies

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teaching and academic supplies for summer school program to address learning loss due to covid isolation and remote learning. Examples of needed supplies include STEM project kit for elementary students, art supplies, snacks, and outdoor education materials.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,200
<b>Budgeted Expenditures in SFY 2023</b>	\$1,200
<b>Budgeted Expenditures in SFY 2024</b>	\$1,200
<b>Total Expenditures</b>	<u>\$3,600</u>

**Status**

Task Force Review

Line Item ID: 275-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology - Hardware

**Account Number**

7

**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 laptops and ipads for individual student use at home during quarantine, summer school, and regular to school year due to learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,954
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$34,954</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0282

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>
West Elk	1201 State Highway 99, Howard, KS 673490607	PO Box 607, Howard, KS 673490607
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Martin Burke	martin.burkesupt@westelk.us	(620) 374-2113

## 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>
Martin D Burke	Superintendent	martin.burkesupt@westelk.us	(620) 330-7144
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Paula McAlister		mcalisterp@westelk.us	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.westelk.us/352442\\_2](https://www.westelk.us/352442_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?**

West Elk plans to utilize ESSER III funding to secure and retain a school nurse (beginning during ESSER II funding) to direct the safe return initiatives along with leading prevention and mitigations strategies for the entire district. Additional mitigation strategies and resources continue to be funded by KDHE grant opportunities.

## 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 West Elk's 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:

- Smaller class sizes, especially in ELA
- Technology improvements
- School counseling/mental health supports bolstered

\*\*\*Clarification for ESSER: Students - What was the response rate? What was the response on how ESSER III funds should be spent? We had nearly a 100% response rate (167/170) from our student body when conducting survey with the student body 7-12. As noted above, the prominent areas of needs noted by the student population was smaller class sizes (especially in ELA), technology improvements (especially in connectivity and hardware), and more focus on mental health of 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:

Below are based on priority order determined by frequency of response-

- Additional opportunities for one on one academic support
- Expand after school and summer programs
- Smaller class sizes/student-teacher ratios
- You will see that these suggestions from parents are reflective in the plan we developed.

\*\*\*Clarification for ESSER: Families - What was the response rate? What was the response on how ESSER III funds should be spent? Surveys were administered during parent teacher conferences. Elementary participation was 70% (150 surveys) while JH/HS participation was 30% (51 surveys). The feedback noted above was the most prominent response to narrative items. Additional opportunities for one on one academic support, expansion of after-school and summer programming, and smaller class sizes/student-teacher ratios were noted.

## **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

Below are based on priority order determined by frequency of response:

- Reducing class sizes
- Adding staff to provide additional academic support
- Expanding/bolstering our at-risk tutoring programs
- You will see that this information plays a prominent role in our ESSER plan.

\*\*\*Clarification for ESSER: District Admin -How did you reach out to the Special Education Administration? What were the responses? West Elk is the Host school for the SPED Cooperative. Our SPED Director provided feedback based on conversations held with special education staff (Itinerants 10, SPED Teachers 6, Paraeducators 22)and families. Equity through the pandemic for students receiving special education services was prominently expressed by our Director. Parents with students being served by an IEP were asked specific ESSER questions after IEP meetings by administration and SPED Director (70 responses).

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

Through frequent staff/PD meetings with district wide staff and specific small groups, the conversations of West Elk educators have always revolved around addressing the learning loss and social-emotional needs associated with the Covid pandemic. Therefore, our action plan focused on having smaller student:teacher ratios and adding staff to provide support for the whole child. This is something that every stakeholder group agreed upon. We have added general education staff for smaller class sizes as well as tier support staff. Specifically adding 2 licensed teachers to our Title I department, as well as bolstering certified and classified SPED staff is top priority for all groups. We will be able to retain our school nurse who was utilized with ESSER II funding and also address the social-emotional needs of our students by adding a full time social worker through the MHIT grant. 47 Certified Staff members and 45 classified staff members participated in focus groups.

\*\*\*Clarification for ESSER: Teachers - How did you reach out to the teacher's union? What were the responses? We had several staff meetings focusing district wide, departmentally and grade band centered. The West Elk Teachers Association provided additional feedback on behalf of our staff (42 enrolled members in KNEA work at West Elk). One item to expand on not included in the above highlighted responses from the teachers association includes teacher retention. To address this the district is working on increasing annual salary rates (separate from ESSER spending) certified staff as well as classified support. An additional note to retention focus is smaller class size to address not only learning loss, but teacher fatigue. Some of our teachers have very large class sizes reaching and in some instances exceeding 30 students per class.

## **Tribes**

According to our student information system, 24 of our students, 6.5% of our enrollment, selected American Indian/Alaska Native as their race. Since we do not have any tribes represented in our local region,, we reached out to two of the closest tribes, the Kaw Nation and the Osage Nation with a survey to seek feedback regarding suggestions to best meet the needs of Native American students. Unfortunately, we did not receive a response from either tribe.

Our ESSER plan includes suggestions from our American Indian/Alaska Native students to best meet their needs; however, the feedback did not include Native American specific suggestions or requests.

\*\*\*Clarification for ESSER: Tribes - Check your student information system. Reach out to those that identify as Native American. What are the results? As noted above, 6.5% (24 students) of our population identify as "American Indian/Alaska Native" and include six family groups. None of these groups noted prominent tribal participation or representation. Five out of the six families participated in our parent surveys during parent teacher conferences.

### **Civil Rights Organization including Disability Rights Organizations**

Due to being a very rural area with few county resources, we do not have local agencies represented in a formal capacity; however, we have reached out to the following organizations and groups to have dialog surrounding our particular district and demographics:

-Disability Rights Center of Kansas (Topeka)- No return

-4 County Mental Health Board of Directors: Educational awareness programing for K-12 students. Increased access to services both in the school and availability to families and students outside school hours. Professional development for all educators surrounding psychological and cognitive disabilities.

-Parents- In our district we have a growing number of students with high physical medical and cognitive challenges. We met with these parents individually and discussed this topic with them among other aspects of their child's education. Through these discussions we found that each family agreed we need to continue staff training in child disability specifically for their students. Recruiting of high quality staff as well as providing adequate and bolstered facilities. West Elk has not previously had the capacity to provide a functional education teacher and this group of parents resonated that this would be a desire to pursue higher quality of instruction and programming. Work to establish a functional education program is taking place.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

We found that a number of students would benefit from counseling/therapy services, but were not receiving them due to lack of access. We were able to add a full-time social worker and mental health liaison with funding from the MHIT grant.

We currently have 24 students receiving services or were not prior to the grant.

We have also added an additional full-time tier II intervention specialist to address the needs of these student population groups.

Our homeless liaison works closely with staff and our scholarship coordinator to provide additional resources to help students with the post-secondary transition.

You will see that these suggestions are reflective in the plan we developed.

In our district we have a growing number of students with high physical medical and cognitive challenges. We met with these

parents individually and discussed this topic with them among other aspects of their child's education. Through these discussions we found that each family agreed we need to continue staff training in child disability specifically for their students. Recruiting of high quality staff as well as providing adequate and bolstered facilities. West Elk has not previously had the capacity to provide a functional education teacher and this group of parents resonated that this would be a desire to pursue higher quality of instruction and programming. Work to establish a functional education program is taking place.

West Elk currently has one student classified as ELL. Measures to assure feedback for this family took place. The request of the family was to continue providing pertinent updates to their family with the assistance of our school translator (Spanish teacher). This student has recently tested out of KELPA program.

West Elk continues to collaborate with our families having Foster Care students by assigning our school social worker to each student and family as an additional educational support/liaison. Home visits and conferencing are regularly scheduled to provide any resources the families need.

\*\*\*Clarification for ESSER: 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 - Please provide specifics for each subgroup. What were the responses for each subgroup? If you do not have a subgroup, please call this out.

Children with disabilities: In our district we have a growing number of students with high physical medical and cognitive challenges. We met with these parents individually and discussed this topic with them among other aspects of their child's education. Through these discussions we found that each family agreed we need to continue staff training in child disability specifically for their students. Recruiting of high quality staff as well as providing adequate and bolstered facilities. West Elk has not previously had the capacity to provide a functional education teacher and this group of parents resonated that this would be a desire to pursue higher quality of instruction and programming. Work to establish a functional education program is taking place.

English Learners: Currently West Elk has no qualified English Learners. The one student we have had has graduated out of KELPA testing.

Homeless Population: Currently, West Elk does not have any students qualified for the McKinney-Vento Act. Students we receive under this status or that move into this status automatically trigger a stakeholder meeting to discuss needed support both in and out of school. Our school Social Worker leads this initiative.

Migratory: Currently, West Elk does not have any students qualified as migrant status. Students we receive under this status or that move into this status automatically trigger a stakeholder meeting to discuss needed support both in and out of school. Our school Social Worker leads this initiative.

Incarcerated Students: Currently, West Elk does not have any students defined as incarcerated. Students we receive under this status or that move into this status automatically trigger a stakeholder meeting to discuss needed support both in and out of school. Our school Social Worker leads this initiative.

Underserved Students: West Elk has a high poverty rate defined by our 60% free and reduced status. Living in a very rural area with few supports and high poverty, we constantly focus on this population. This majority population is the primary drive for all decisions, ESSER and other. These parents are active in our school however, and participated well in the process. Some difficult to reach families have been solicited by our administration, social-worker, and teachers to gain feedback when completing surveys and their specific needs throughout the covid pandemic.

**Provide the public the opportunity to provide input and take such input into account**

In our West Elk communities, being so small in population, the vast majority of our public is directly associated with the school due to family relationships. This being the case, West Elk continues to note the above stakeholder surveys and common themes throughout each one. Strong support and encouragement has been provided from all stakeholders and public feedback to continue to focus on providing each grade level and content area the ability to provide instruction with low student to teacher ratios, along with strong tiered support systems in place. Our students, families, educators and communities value and desire their students to receive individualized instruction and have access to educators and supports that will assure the learning loss through the pandemic is addressed. Adding and keeping staff (general education teachers, Title Teachers, etc.) will continue as our primary strategy as it was during our ESSER II application. Lastly, the importance to have technology assistance through securing a technology director and a school nurse are key variables that will support our teachers execute the learning loss gap challenge.

\*\*\*Clarification for ESSER Public: Survey Link was provided on the Chanel 3 News Scroll

\*\*\*Additional Clarification ESSER Public: 2 surveys were completed and 1 person called the district office to ask questions but provided no feedback.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Across the majority of content areas and grade levels throughout the district, learning loss due to the Covid-19 pandemic has been documented in both state (state assessments and NAPE scores), local assessments (STAR, DIBLES, Renaissance progress monitoring, etc.), as well as the ACT have declined or have shown no growth.

Additionally, mental health services throughout the district have increased for individual services by 13% (40 new students on caseload) while at the same time our Kansas Communities that Care survey data has been noted by administration and support services as "concerning" in several key areas.

This data resonates throughout all groups of learners in our 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 primary initiative for the ESSER III allocations for our district will focus on evidence based practice of "Small Group Instruction" (KSDE), student:teacher ratio (KSDE) and tiered intervention strategies (KSDE MTSS). These strategies not only help all students (60%+ student poverty population), they are found to greatly impact subgroups, at-risk and minority populations. West Elk has assured teir-2 intervention teachers at each building as well as providing afterschool/summer programing, at-risk tutoring hours throughout the school day, and additional Title-I staff in the elementary. Social work and mental-health services have been bolstered in all levels of the district.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The primary initiative for the ESSER III allocations for our district will focus on evidence based practice of "Small Group Instruction" and tiered intervention strategies. These strategies not only help all students, they are found to greatly impact subgroups, at-risk and minority populations. West Elk has assured teir-2 intervention teachers at each building as well as providing afterschool/summer programing, at-risk tutoring hours throughout the school day, and additional Title-I staff in the elementary. Social work and mental-health services have been bolstered in all levels of the district.



**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 primary initiative for the ESSER III allocations for our district will focus on evidence based practice of "Small Group Instruction" and tiered intervention strategies. These strategies not only help all students, they are found to greatly impact subgroups, at-risk and minority populations. West Elk has assured tier-2 intervention teachers at each building as well as providing afterschool/summer programming, at-risk tutoring hours throughout the school day, and additional Title-I staff in the elementary. Social work and mental-health services have been bolstered in all levels of the district.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$793,778	\$0	\$793,778	ESSER III Allocations	\$158,756
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$793,778	\$0	\$793,778	Amount Still Needed	\$158,756
In Review Total	\$793,778	\$0	\$793,778	In Review Total	\$292,826
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
282-3-0001	Direct	True	1000	110	1A	\$234,316	Task Force Review
282-3-0002	Direct	False	2134	110	2	\$34,020	Task Force Review
282-3-0003	Direct	True	1000	120	1A	\$58,510	Task Force Review
282-3-0004	Direct	False	2230	120	16	\$94,538	Task Force Review
282-3-0005	Direct	False	1000	110	1A	\$372,394	Task Force Review

## Line Item Details

Line Item ID: 282-3-0001

**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**

70100

**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**

The funds utilized for Certified Salaries will provide the district the opportunity to continue supporting students through tired interventions approved in ESSER II plans. These plans focus on the most needed areas throughout the district that have been affected by the learning loss of the COVID-19 pandemic. Small group instruction strategies along with bolstered tiered intervention staffing will support the goal of the district and stakeholders goal of more/continued tiered support that is needed due to the learning loss from the Covid-19 pandemic.

Positions include:

- one additional Title-I teacher for the elementary
- Certified tier-two teacher in the Junior High

\*\*\*The sub-group populations being targeted include SPED populations (30% for the district) and specifically "at-risk" qualifying population. West Elk has 60%and above free and reduced status district wide. Per the KSDE guidance pertaining to qualifying "at-risk" populations, we have observed from state assessment data that we have higher percentages of students performing below grade level (KSDE indicator of "at-risk") which have historically been strong in our district. Example: In 7th grade our Level 1 state assessment data has increased to 24% for math and 37% for ELA. In 8th grade math has increased to 64.5% and ELA has increased to 42%. These at-risk populations will be supported by a licensed tier two intervention instructor who collaborates with the general education teachers for small group instruction and one: one assistance.

In the elementary the data continues to trend with a higher at-risk population based on higher percentages in Level 1 on the state assessment. Example: 3rd grade scoring 35%in ELA and 30% in math. 5th grade scoring 49% in ELA and 32% in math. Additionally our primary level (K-2) teachers have noted, through local assessments and screeners (STAR, DIBLES, etc.) that our K-2 population is far under-performing than prior to the pandemic. Phonics skills are a primary target. Lastly, through local assessments and screeners, such as the kindergarten readiness screeners, we have noted primary students with increased social-emotional development, needing additional academic and teacher support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$117,158
<b>Budgeted Expenditures in SFY 2024</b>	\$117,158
<b>Total Expenditures</b>	\$234,316

**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**

70200

**Function Code**

2134 - Nursing Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The ability to secure and retain a school nurse assures safe return to school planning and procedures are administered, monitored and maintained with fruition and appropriate staffing.

<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>	\$17,010
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<b>Budgeted Expenditures in SFY 2024</b>	\$17,010
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<b>Total Expenditures</b>	<u>\$34,020</u>
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**Status**

Task Force Review

Line Item ID: 282-3-0003

**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**

70300

**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**

This area of funding will be specifically designated to the hiring of a full time "at-risk" tutor utilized in the High School to provide tiered support to the most effected general education student population of learning loss from the Covid-19 pandemic. Although this is a classified position we will be securing a licensed teacher.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$29,255
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<b>Budgeted Expenditures in SFY 2024</b>	\$29,255
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<b>Total Expenditures</b>	<u>\$58,510</u>
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**Status**

Task Force Review

Line Item ID: 282-3-0004

**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**

70400

**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**

Prior to the Covid-19 pandemic, our district had 1:1 technology implemented in two grade levels (11th-12th) due to the increase of technology and the school moving to 1:1 technology K-12, the district must staff a Technology Director to facilitate this initiative. This assures classroom support for teachers to address learning loss of Covid-19 pandemic as well as allows students to work outside of school hours on coursework, study material and other support time.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$78,475
<b>Budgeted Expenditures in SFY 2024</b>	\$16,063
<b>Total Expenditures</b>	<u>\$94,538</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**

70500

**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**

The funds utilized for Certified Salaries will provide the district the opportunity to continue supporting students with learning loss due to the COVID 19 pandemic by reducing class sizes (student:teacher ratios). These plans focus on the most needed areas throughout the district that have been affected by the learning loss of the COVID-19 pandemic. Smaller class size, small group instruction strategies, along with bolstered tiered intervention staffing will support the goal of the district and stakeholders goal of more/continued tiered support that is needed due to the learning loss from the Covid- 19 pandemic. Families and staff emphasized the need for reduced class sizes so their students can receive the attention needed from licensed staff both academically and social-emotionally.

Positions include:

\*Three Elementary Teachers- (Kindergarten, 1st, 4th) Each one of these grade levels had +25 students for one teacher. With ESSER III funding, we are able to reduce the class sizes and have two licensed teachers per grade.

In the elementary the data continues to trend with a higher at-risk population based on higher percentages in Level 1 on the state assessment. Example: 3rd grade scoring 35%in ELA and 30% in math. 5th grade scoring 49% in ELA and 32% in math. Additionally our primary level (K-2) teachers have noted, through local assessments and screeners (STAR, DIBLES, etc.) that our K-2 population is far under-performing than prior to the pandemic. Phonics skills are a primary target. Lastly, through local assessments and screeners, such as the kindergarten readiness screeners, we have noted primary students with increased social-emotional development, needing additional academic and teacher support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$186,197
<b>Budgeted Expenditures in SFY 2024</b>	\$186,197
<b>Total Expenditures</b>	<u>\$372,394</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0291

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>
Grinnell Public Schools	402 S Monroe, Grinnell, KS 677380068	P.O. Box 68, Grinnell, KS 677380068
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Gary Kraus	<a href="mailto:garyk@usd291.com">garyk@usd291.com</a>	(785) 824-3277

## 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>
Gary Kraus	Interim Superintendent	<a href="mailto:garyk@usd291.com">garyk@usd291.com</a>	(785) 824-3277
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Bridgette Ramey		<a href="mailto:bridgetter@usd291.com">bridgetter@usd291.com</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.

[extension://elhekieabhbkmcefcobjddigjcaadp/https://cdn5-ss2.sharpschool.com/UserFiles/Servers/Server\\_3152796/File/lesbFiles/2022-2023%20Local%20COVID%20Mitigation%20Plan.pdf](https://elhekieabhbkmcefcobjddigjcaadp/https://cdn5-ss2.sharpschool.com/UserFiles/Servers/Server_3152796/File/lesbFiles/2022-2023%20Local%20COVID%20Mitigation%20Plan.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Based on our local trends and experience related to known cases of COVID-19 and associated quarantines, it is our position that the established protocols and procedures have been reliable and effective in maintaining a safe environment for in-person learning for students and staff. In consultation with Gove County Health officials, protocols that served as guidelines in the decision-making were developed, approved by the Board of Education, and communicated to parents, guardians, and families. ESSER III funds will be utilized to address any unexpected costs related to maintaining safe schools when appropriate and within the use guidelines.

The district has updated the Safe Reopening and Mitigation Plan for in-person learning and the corresponding policy to align with current CDC and local health agency guidelines. The district/system has taken steps to address air quality in all buildings. Actions taken were not capital improvement projects and for the most part, were paid for with SPARK fund reimbursement.

# 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

Because of the academic cooperative agreement between Grinnell USD 291 and Wheatland USD 292, all stakeholder engagement activities were conducted across both districts concurrently. The survey software utilized collected responses anonymously and did not provide a method for disaggregation by district. We believe this process was appropriate because the two districts collectively function as one educational system in most ways.

Surveys were electronically distributed to all students in grades 5-8 (5-8 attend Grinnell Middle School) and 9-12 (9-12 attend Wheatland High School) via their school provided email address. The email included a link to the survey developed in Microsoft Forms. As students completed the survey, responses were automatically collected and tallied. The software also performed a basic analysis of the responses that was somewhat useful in reviewing the data. The student response rate was 91.4%.

The high priority items identified by our students (minimum of 75%) related to a need for additional resources and learning opportunities to fully address the learning missed during school closures. From the student's perspective, our highest need is for more relevant curriculum and resources that are reflective of the world beyond school. Other priorities identified include technology utilized in the workplace and additional staff to provide added direct support when needed.

## Families

Because of the academic cooperative agreement between Grinnell USD 291 and Wheatland USD 292, all stakeholder engagement activities were conducted across both districts concurrently. The survey software utilized collected responses anonymously and did not provide a method for disaggregation by district. We believe this process was appropriate because the two districts collectively function as one educational system in most ways.

Surveys were electronically distributed to parents and guardians using email addresses on file in the district's student information system. Links to the survey were also provided on both districts' websites and Facebook pages. The survey questions were identical to the student survey regarding format and the data being sought. As with the student survey, responses were collected, tallied, and analyzed anonymously by the software. The survey response rate was approximately 47%.

Survey results were similar to the student surveys. Identified priorities include additional curriculum materials and resources of relevance, extended learning opportunities, (such as after-school and summer school programs) and additional staff to provide more individualized and targeted direct support of students. An additional priority identified parents related to behavior and social emotional issues.

## School and District Administrators including Special Education Administration

Administrators were given the opportunity to complete the same survey and provide input through conversations and leadership team meetings. All administrators (three principals and a part-time Interim Superintendent) employed by the two districts provided insightful and relevant input.

The two districts are members of the Northwest Kansas Educational Service Center and receive Special Education services through the Interlocal. We have maintained a positive and strong relationship with the NKESC leadership that promotes effective communication. It is common for the building principals or I to communicate with the Special Director or Assistant Director at least monthly by phone or email. ESSER funding or special challenges that may arise due the pandemic and related procedures implemented to ensure a safe environment does come up from time-to-time in our discussions. The Special Education administration has not identified a need for any additional funding or resources beyond the normal requirements.

Leaders recognize the need to address the lost learning during school closures. A real concern is the lack of individuals applying for the student support positions. Leaders also believe that addressing social emotional growth and mental health is and will continue to impact lost learning and must continue to be a priority.



## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

All district employees, both licensed and classified, were provided with the opportunity to complete the same survey. Opportunities to discuss needs were included in multiple faculty and staff meetings. Within these groups, there was a consensus that the technology needs for faculty and students were adequately addressed with previous ESSER fund allocations. The group consensus identified the priority needs as the identification and implementation of evidence-based strategies and interventions to continue addressing the lost learning opportunities and the impact on student and adult social emotional and mental health needs. This group also identified a need for additional student paraprofessional support and additional focused learning opportunities such as after-school programs and summer school and/or a jump-start program. The response rate from faculty and staff was 84%.

Neither of the two faculties are very active in the statewide teachers' union. Local union representatives have been given opportunities to participate in leadership team meetings that focused on utilization of ESSER funding.

## **Tribes**

We are unaware of any Native American residents within the school district boundaries or Gove County as a whole. Additionally, there are no students who identify as Native American listed in our student information system database.

To obtain feedback from Tribal representatives, an email was sent to the administrators of the Kansas Association of Native American Education and to the Native American Affairs Program. To date, no response has been received from either organization.

## **Civil Rights Organization including Disability Rights Organizations**

Contact was made with the Kansas Developmental Disabilities Organization via email to obtain input from that group and ask for recommendations and guidance in the identification of other organizations that might provide input. To date, no response has been received.

## **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 indicated earlier, Wheatland and Grinnell school districts collaborate with the Northwest Kansas Educational Service center to ensure that all students with disabilities are served, and that all of their individual needs are met. The school districts have one household with several foster children who are all siblings. I spoke directly with the mother of the district's only Foster Family to seek input related to utilization of the ESSER III funds. The recommendations for the use of funds were extended learning opportunities such as after-school tutoring along with individualized and direct academic support for these students.

Neither district has any students who are English language learners, homeless, migrant, incarcerated or otherwise underserved.

## **Provide the public the opportunity to provide input and take such input into account**

The link to our survey was posted on both districts' website and on the districts' Facebook pages. Access to the survey link was also promoted through the district Twitter account. We received nine responses from individuals who identified themselves as community members. A link to the blank survey and the responses are below.

(ESSER III Funding Survey) - <https://forms.office.com/Pages/ResponsePage.aspx?id=i8QGyDgQp0GW8Khb-IfYjmDa577f92RkoZiLqKLLGJUN1BYNE5aS1NaSzIzVzQxVIROWTNKQIVYMC4u&origin=Invitation&channel=0>

ESSER III Survey Responses (Community) - [https://drive.google.com/file/d/1nae\\_tZsVzHXDLLvhvJ3U3HxCWovDQ\\_hB/view?usp=share\\_link](https://drive.google.com/file/d/1nae_tZsVzHXDLLvhvJ3U3HxCWovDQ_hB/view?usp=share_link)

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The district did incur some financial impact due to the COVID-19 pandemic, particularly during the mandatory shift to remote learning during the spring of 2020. Additional costs were related to technology and personnel. Upgrading technology devices and software access became a priority to enable and ensure the most efficient and reliable connections for remote learning. The district helped subsidize home internet access for families unable to afford internet connections on their own. The district worked with the local internet access providers to ensure all families had reliable internet connections with adequate speed to accommodate live streaming video. The district also purchased and activated several mobile Wi-Fi hotspots to help ensure all contingencies were covered. The district also approved premium pay for faculty and staff to compensate for their efforts above and beyond their normal job description. These unexpected expenses were paid for the SPARK reimbursement from the county and ESSER I direct allocations.

The school closure in the spring of 2020 did seem to have a profound impact on our students to varying degrees. I have no data to backup this claim, but I believe that when the media outlets reported that USD 259 in Wichita would not be changing any student grades based on their work or efforts during remote learning, it impacted the efforts and attitudes of students statewide. For the most part, only our most motivated students seemed to make a genuine effort to continue learning. Our high risk students believed their time was better spent in other pursuits – such as working – rather than in a Zoom classroom. Many of the middle and secondary students only participated to the point of meeting the “daily contact” requirements.

**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 funds allocated through the ARP Act will be utilized primarily to provide direct and individualized student support that meets each student’s needs. This will be accomplished through, planning and implementation of summer learning opportunities, after-school programs, and the identification and implementation of evidence-based learning strategies and interventions that meet the tiers identified in the ESSA requirements. Another important component will be hiring additional faculty and/or staff that goes beyond the basic staffing needs and requirements in each building. Interventions, activities, and strategies will be identified by accessing the various clearinghouse resources available through the Office of Elementary and Secondary Education. In as much as possible, selected interventions from tiers 1 & 2 will be the preferred choice while keeping group and individual needs as the primary focus. Tier 3 interventions may be implemented if deemed appropriate and necessary. Faculty and staff will closely monitor progress being made associated with the implementation of all evidence-based learning interventions.

Tier 4 strategies and interventions will not be implemented with the intent of satisfying this requirement. This does not eliminate the possible implementation of tier 4 interventions. Tier 4 interventions may be used to supplement, but they cannot supplant the use of interventions from the higher tiers.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Another area of focus the district will be addressing is the social emotional growth and mental health of our students. As mentioned in the community engagement section of this application, parents and community members recognize the need for addressing student behavior and attitude in general. The district is in the process of reviewing SEL curriculums and resources that will meet the needs of our student body while establishing common philosophy and expectations throughout the entire school system. When appropriate and available, interventions identified as evidence based through the various clearinghouses will be implemented.

The faculty, staff, and district/system administration believe that an SEL program implemented with efficacy, this focus will have a very real impact on our efforts to reverse the effects of the loss of instruction and learning opportunities. The lost instruction and learning opportunities were not the only factors detrimental for students. The loss of social and interpersonal connection during the school closure took a large toll on 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.**

District faculty will consistently and continuously collect data in a variety of forms to verify and document that selected interventions are producing the desired results. With our extremely small size, we have few students that fit cleanly into the common student groups. As a small district, we have an advantage when it comes to making decisions directly related to every child and address their individual needs.

The system has recently adopted programs that include screeners that can be utilized through all grade levels. This will provide more data for identification of individual needs and monitoring student progress.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$108,347	\$0	\$108,347	ESSER III Allocations	\$21,670
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$108,347	\$0	\$108,347	Amount Still Needed	\$21,670
In Review Total	\$108,347	\$0	\$108,347	In Review Total	\$35,500
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
291-3-0001	Direct	False	1000	110	1A	\$62,750	Task Force Review
291-3-0002	Direct	False	1000	210	1A	\$3,290	Task Force Review
291-3-0003	Direct	False	1000	220	1A	\$2,725	Task Force Review
291-3-0004	Direct	False	1000	290	1A	\$75	Task Force Review
291-3-0005	Direct	True	1000	110	11A	\$18,500	Task Force Review
291-3-0006	Direct	True	1000	110	11B	\$17,000	Task Force Review
291-3-0007	Direct	False	1000	649	1A	\$4,007	Task Force Review

## Line Item Details

Line Item ID: 291-3-0001

**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**

75

**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**

Funds will be used to continue to pay salaries for additional faculty to provide student support in addressing learning loss and/or incomplete learning opportunities. In the spring of 2021, Grinnell Middle School the social studies/P.E. teacher resigned. During the search for a new teacher, we had two applicants that could fulfill a portion of that teaching assignment. One applicant had a P.E. license and with some restructuring, the other we were able to cover the social studies by hiring the other applicant. The administration felt this was a good opportunity to address the learning loss issue. Aside from their regular teaching duties both of these new faculty members, .35 FTE of their contract has been for the purpose of providing direct student support to students in SFY 2022 and SFY 2023. The Board of Education and the administration plan to continue to provide this additional student support through the rest of this year and through SFY 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,600
<b>Budgeted Expenditures in SFY 2024</b>	\$32,150
<b>Total Expenditures</b>	<u>\$62,750</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**

75

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESSER III funds will be used to make payment of health insurance for additional faculty to provide student support in addressing learning loss and/or incomplete learning opportunities.

<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>	\$1,565
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,725
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<b>Total Expenditures</b>	\$3,290
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**Status**

Task Force Review

Line Item ID: 291-3-0003

**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**

75

**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**

ESSER III funds will be used to pay for social security for additional faculty to provide student support in addressing learning loss and/or incomplete learning opportunities.

<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>	\$1,325
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$1,400
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<b>Total Expenditures</b>	\$2,725
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**Status**

Task Force Review

Line Item ID: 291-3-0004

**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**

75

**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**

ESSER III funds will be used to payment of other benefits for additional faculty to provide student support in addressing learning loss and/or incomplete learning opportunities .

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35
<b>Budgeted Expenditures in SFY 2024</b>	\$40
<b>Total Expenditures</b>	<u>\$75</u>

**Status**

Task Force Review

Line Item ID: 291-3-0005

**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

**Account Number**

75

**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**

ESSER III funds will be used to compensate licensed faculty members at Grinnell Schools to meet outside of normal school hours to plan, organize and implement summer school activities. Activities will be designed to address social emotional needs as well as academic needs created by incomplete instructional opportunities and learning loss due to school closures.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,500
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$18,500</u>

**Status**

Task Force Review

Line Item ID: 291-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

75

**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**

ESSER III funds will be utilized to compensate faculty and staff to plan and implement evidence-based interventions in a supplemental after-school program. Both Grinnell Grade School and Grinnell Middle School offer a structured after-school program for students in need of extra support, especially targeting those who respond better to one-on-one instruction. With the assistance of the faculty members described in line item 1, teachers help to identify individual students who will benefit from the program. Additionally, they help identify and implement appropriate evidence-based interventions. Faculty members rotate in providing and communicating planning the assistance during each of the after-school sessions. Funds will be used to compensate for the extra-duty being performed outside of the basic contract.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,500
<b>Budgeted Expenditures in SFY 2024</b>	\$8,500
<b>Total Expenditures</b>	<u>\$17,000</u>

**Status**

Task Force Review

Line Item ID: 291-3-0007



**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**

75

**Function Code**

1000 - Instruction

**Object Code**

649 - Other

**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**

ESSER III funds will be used to purchase curriculum and other resources necessary to develop and implement an evidence-based social emotion learning program. The decision was recently made to purchase and implement the Second Step curriculum in grades K-12. This was a decision supported by both Grinnell USD 291 and Wheatland USD 292. With the two districts working under an academic cooperative agreement, it was important that both districts agree to adopt this program. A key part of the selection was based on the fact that Second Step does now offer a secondary curriculum. Our districts will be one of three school districts in the nation piloting the grades 9-12 offering. The current plan is to begin implementation in January.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,007
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,007</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0292

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>
Wheatland	2920 K-23, Grainfield, KS 677370165	P.O. Box 165, Grainfield, KS 677370165
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Gary Kraus	supt@thunderhawks.org	(785) 673-4213

## 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>
Gary Kraus	Interim Superintendent	supt@thunderhawks.org	(785) 673-4213
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Bryant Briggs		bbriggs@thunderhawks.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://thunderhawks.net/?page\\_id=107](https://thunderhawks.net/?page_id=107)

## 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?**

Based on our local trends and experience related to known cases of COVID-19 and associated quarantines, it is our position that the established protocols and procedures have been reliable and effective in maintaining a safe environment for in-person learning for students and staff. In consultation with Gove County Health officials, protocols that served as guidelines in the decision-making were developed, approved by the Board of Education, and communicated to parents, guardians, and families. ESSER III funds will be utilized to address any unexpected costs related to maintaining safe schools when appropriate and within the use guidelines.

The district has updated the Safe Reopening and Mitigation Plan for in-person learning and the corresponding policy to align with current CDC and local health agency guidelines. The district/system has taken steps to address air quality in all buildings. Actions taken were not capital improvement projects and for the most part, were paid for with SPARK fund reimbursement. Wheatland recently completed a number of facilities upgrades that included new HVAC systems in their two buildings. No ESSER funds were used, and the projects were made through a lease purchase agreement with a bank in Colby.

# 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

Because of the academic cooperative agreement between Grinnell USD 291 and Wheatland USD 292, all stakeholder engagement activities were conducted across both districts concurrently. The survey software utilized collected responses anonymously and did not provide a method for disaggregation by district. We believe this process was appropriate because the two districts collectively function as one educational system in most ways.

Surveys were electronically distributed to all students in grades 5-8 (5-8 attend Grinnell Middle School) and 9-12 (9-12 attend Wheatland High School) via their school provided email address. The email included a link to the survey developed in Microsoft Forms. As students completed the survey, responses were automatically collected and tallied. The software also performed a basic analysis of the responses that was somewhat useful in reviewing the data. The student response rate was 91.4%.

The high priority items identified by our students (minimum of 75%) related to a need for additional resources and learning opportunities to fully address the learning missed during school closures. From the student's perspective, our highest need is for more relevant curriculum and resources that are reflective of the world beyond school. Other priorities identified include technology utilized in the workplace and additional staff to provide added direct support when needed.

## Families

Because of the academic cooperative agreement between Grinnell USD 291 and Wheatland USD 292, all stakeholder engagement activities were conducted across both districts concurrently. The survey software utilized collected responses anonymously and did not provide a method for disaggregation by district. We believe this process was appropriate because the two districts collectively function as one educational system in most ways.

Surveys were electronically distributed to parents and guardians using email addresses on file in the district's student information system. Links to the survey were also provided on both districts' websites and Facebook pages. The survey questions were identical to the student survey regarding format and the data being sought. As with the student survey, responses were collected, tallied, and analyzed anonymously by the software. The survey response rate was approximately 47%.

Survey results were similar to the student surveys. Identified priorities include additional curriculum materials and resources of relevance, extended learning opportunities, (such as after-school and summer school programs) and additional staff to provide more individualized and targeted direct support of students. An additional priority identified parents related to behavior and social emotional issues.

## School and District Administrators including Special Education Administration

Administrators were given the opportunity to complete the same survey and provide input through conversations and leadership team meetings. All administrators (three principals and a part-time Interim Superintendent) employed by the two districts provided insightful and relevant input.

The two districts are members of the Northwest Kansas Educational Service Center and receive Special Education services through the Interlocal. We have maintained a positive and strong relationship with the NKESC leadership that promotes effective communication. It is common for the building principals or I to communicate with the Special Director or Assistant Director at least monthly by phone or email. ESSER funding or special challenges that may arise due the pandemic and related procedures implemented to ensure a safe environment does come up from time-to-time in our discussions. The Special Education administration has not identified a need for any additional funding or resources beyond the normal requirements.

Leaders recognize the need to address the lost learning during school closures. A real concern is the lack of individuals applying for the student support positions. Leaders also believe that addressing social emotional growth and mental health is and will continue to impact lost learning and must continue to be a priority.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

All district employees, both licensed and classified, were provided with the opportunity to complete the same survey. Opportunities to discuss needs were included in multiple faculty and staff meetings. Within these groups, there was a consensus that the technology needs for faculty and students were adequately addressed with previous ESSER fund allocations. The group consensus identified the priority needs as the identification and implementation of evidence-based strategies and interventions to continue addressing the lost learning opportunities and the impact on student and adult social emotional and mental health needs. This group also identified a need for additional student paraprofessional support and additional focused learning opportunities such as after-school programs and summer school and/or a jump-start program. The response rate for faculty and staff was 84%.

Neither of the two faculties are very active in the statewide teachers' union. Local union representatives have been given opportunities to participate in leadership team meetings that focused on utilization of ESSER funding.

### **Tribes**

We are unaware of any Native American residents within the school district boundaries or Gove County as a whole. Additionally, there are no students who identify as Native American listed in our student information system database. To obtain feedback from Tribal representatives, an email was sent to the administrators of the Kansas Association of Native American Education and to the Native American Affairs Program. To date, no response has been received from either organization.

### **Civil Rights Organization including Disability Rights Organizations**

Contact was made with the Kansas Developmental Disabilities Organization via email to obtain input from that group and ask for recommendations and guidance in the identification of other organizations that might provide input. To date, no response has been received.

### **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 indicated earlier, Wheatland and Grinnell school districts collaborate with the Northwest Kansas Educational Service center to ensure that all students with disabilities are served, and that all of their individual needs are met. The school districts have one household with several foster children who are all siblings. I spoke directly with the mother of the district's only Foster Family to seek input related to utilization of the ESSER III funds. The recommendations for the use of funds were extended learning opportunities such as after-school tutoring along with individualized and direct academic support for these students.

Neither district has any students who are English language learners, homeless, migrant, incarcerated or otherwise underserved.

### **Provide the public the opportunity to provide input and take such input into account**

The link to our survey was posted on both districts' website and on the districts' Facebook pages. Access to the survey link was also promoted through the district Twitter account. We received nine responses from individuals who identified themselves as community members. A link to the blank survey and the responses are below.

(ESSER III Funding Survey) - [https://drive.google.com/file/d/1QiLawNhl2802h74fRtd86SflntJGRJZ/view?usp=share\\_link](https://drive.google.com/file/d/1QiLawNhl2802h74fRtd86SflntJGRJZ/view?usp=share_link)

ESSER III Survey Responses (Community) - [https://drive.google.com/file/d/1nae\\_tZsVzHXDLLvhvJ3U3HxCWovDQ\\_hB/view?usp=share\\_link](https://drive.google.com/file/d/1nae_tZsVzHXDLLvhvJ3U3HxCWovDQ_hB/view?usp=share_link)

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The district did incur some financial impact due to the COVID-19 pandemic, particularly during the mandatory shift to remote learning during the spring of 2020. Additional costs were related to technology and personnel. Upgrading technology devices and software access became a priority to enable and ensure the most efficient and reliable connections for remote learning. The district helped subsidize home internet access for families unable to afford internet connections on their own. The district worked with the local internet access providers to ensure all families had reliable internet connections with adequate speed to accommodate live streaming video. The district also purchased and activated several mobile Wi-Fi hotspots to help ensure all contingencies were covered. The district also approved premium pay for faculty and staff to compensate for their efforts above and beyond their normal job description. These unexpected expenses were paid for the SPARK reimbursement from the county and ESSER I direct allocations.

The school closure in the spring of 2020 did seem to have a profound impact on our students to varying degrees. I have no data to backup this claim, but I believe that when the media outlets reported that USD 259 in Wichita would not be changing any student grades based on their work or efforts during remote learning, it impacted the efforts and attitudes of students statewide. For the most part, only our most motivated students seemed to make a genuine effort to continue learning. Our high-risk students believed their time was better spent in other pursuits – such as working – rather than in a Zoom classroom. Many of the middle and secondary students only participated to the point of meeting the “daily contact” requirements.

**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 funds allocated through the ARP Act will be utilized primarily to provide direct and individualized student support that meets each student's needs. This will be accomplished through, planning and implementation of summer learning opportunities, after-school programs, and the identification and implementation of evidence-based learning strategies and interventions that meet the tiers identified in the ESSA requirements. Another important component will be hiring additional faculty and/or staff that goes beyond the basic staffing needs and requirements in each building. Interventions, activities, and strategies will be identified by accessing the various clearinghouse resources available through the Office of Elementary and Secondary Education. In as much as possible, selected interventions from tiers 1 & 2 will be the preferred choice while keeping group and individual needs as the primary focus. tier 3 interventions may be implemented if deemed appropriate and necessary. Faculty and staff will closely monitor progress being made associated with the implementation of all evidence-based learning interventions.

Tier 4 strategies and interventions will not be implemented with the intent of satisfying this requirement. This does not eliminate the implementation of tier 4 interventions. Tier 4 interventions can be used to supplement, but they cannot supplant the use of interventions from the higher tiers.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Another area of focus the district will be addressing is the social emotional growth and mental health of our students. As mentioned in the community engagement section of this application, parents and community members recognize the need for addressing student behavior and attitude in general. The district is in the process of reviewing SEL curriculums and resources that will meet the needs of our student body while establishing common philosophy and expectations throughout the entire school system. When appropriate and available, interventions identified as evidence based through the various clearinghouses will be implemented.

The faculty, staff, and district/system administration believe that an SEL program implemented with efficacy, this focus will have a very real impact on our efforts to reverse the effects of the loss of instruction and learning opportunities. The lost instruction and learning opportunities were not the only factors detrimental for students. The loss of social and interpersonal connection during the school closure took a large toll on 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.**

District faculty will consistently and continuously collect data in a variety of forms to verify and document that selected interventions are producing the desired results. With our extremely small size, we have few students that fit cleanly into the common student groups. As a small district, we have an advantage when it comes to making decisions directly related to every child and address their individual needs.

The system has recently adopted programs that include screeners that can be utilized through all grade levels. This will provide more data for identification of individual needs and monitoring student progress.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$225,317	\$0	\$225,317	ESSER III Allocations	\$45,064
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$225,317	\$0	\$225,317	Amount Still Needed	\$45,064
In Review Total	\$225,317	\$0	\$225,317	In Review Total	\$221,317
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
292-3-0001	Direct	True	1000	110	1A	\$149,000	Task Force Review
292-3-0002	Direct	True	1000	110	11A	\$25,000	Task Force Review
292-3-0003	Direct	True	1000	110	11B	\$15,000	Task Force Review
292-3-0004	Direct	True	1000	210	1A	\$6,934	Task Force Review
292-3-0005	Direct	True	1000	220	1A	\$11,610	Task Force Review
292-3-0006	Direct	True	1000	965	1A	\$7,873	Task Force Review
292-3-0007	Direct	True	1000	120	1A	\$5,900	Task Force Review
292-3-0008	Direct	False	2100	649	1A	\$4,000	Task Force Review

## Line Item Details

Line Item ID: 292-3-0001

**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**

19

**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**

ESSER III funds will be utilized to hire an additional licensed teaching staff. The teacher(s) will identify and assist in the implementation of appropriate and effective teaching strategies and/or interventions to assist students in overcoming learning loss or incomplete learning due to school closures.

<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>	\$75,000
<b>Total Expenditures</b>	<u>\$149,000</u>

**Status**

Task Force Review

Line Item ID: 292-3-0002

**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**

19

**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**

Provide "extra duty" salary for licensed faculty to plan and implement summer school sessions that focuses on social-emotional/mental health while addressing any continued learning loss or incomplete learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,500
<b>Budgeted Expenditures in SFY 2024</b>	\$12,500
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

Line Item ID: 292-3-0003



**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**

19

**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**

Provide "extra duty" salary for licensed faculty to plan and implement supplemental after-school programs and activities to provide targeted direct student 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

Line Item ID: 292-3-0004

**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**

19

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESSER III funds will be used to pay the district's portion of the group insurance for licensed employees responsible for identification of appropriate interventions 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>	\$3,334
<b>Budgeted Expenditures in SFY 2024</b>	\$3,600
<b>Total Expenditures</b>	<u>\$6,934</u>

**Status**

Task Force Review

Line Item ID: 292-3-0005

**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

**Account Number**

19

**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**

ESSER III funds will be used to pay the social security for licensed employees responsible for identification of appropriate interventions 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>	\$5,610
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$11,610</u>

**Status**

Task Force Review

Line Item ID: 292-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

19

**Function Code**

1000 - Instruction

**Object Code**

965 - KPERS

**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**

ESSER III funds will be used to pay the district's portion of KPERS for licensed employees responsible for identification of appropriate interventions 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>	\$3,873
<b>Budgeted Expenditures in SFY 2024</b>	\$4,000
<b>Total Expenditures</b>	<u>\$7,873</u>

**Status**

Task Force Review

Line Item ID: 292-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

19

**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**

ESSER III funds will be used to provide para support for implementation of identified interventions as needed.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,900**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,900**Status**

Task Force Review

Line Item ID: 292-3-0008

**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**

19

**Function Code**

2100 - Support Services (Students)

**Object Code**

649 - Other

**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**

ESSER III funds will be utilized to identify, select and implement a system-wide social emotional growth curriculum and/or program.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$1,500**Total Expenditures** \$4,000**Status**

Task Force Review



# ESSER III APPLICATION FOR D0340

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Jefferson West	3675 74th Street, Meriden, KS 665120267	PO Box 267, Meriden, KS 665120267
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jason Crawford	jason.crawford@usd340.org	(785) 484-3444

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Marcia Ricklefs	Treasurer	marcia.ricklefs@usd340.org	(785) 484-3444

## 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/1609244/USD\\_340\\_District\\_Plan\\_for\\_Safe\\_Return\\_to\\_In-Person\\_Instruction\\_and\\_Continuity\\_of\\_Services\\_Required\\_by\\_US\\_Dept\\_Ed\\_9-20-2021.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1609244/USD_340_District_Plan_for_Safe_Return_to_In-Person_Instruction_and_Continuity_of_Services_Required_by_US_Dept_Ed_9-20-2021.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 used to address academic learning loss in students, social and emotional challenges and to increase ventilation in the buildings. The funding will also be used to retain staff during the staffing challenges faced by the district during the pandemic. The funds will help ensure the district can keep school safely open and provide for operation for in-person learning.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

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:

Learning Loss

Academic Supports

After school programming

Summer School programming

Mental health supports

Technology supports

Our ESSER plan takes these recommendations into consideration, and their needs are ideas in the plan.

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. In reviewing our student information system, we confirmed that we serve \_\_ of children with disabilities, 1 English Learner, 0 children experiencing homelessness, 12 children in foster care, 2 migratory students, 2 children who are incarcerated, 486 children who we consider underserved. Where representation in each group occurs, we have contacted the families of these students directly and asked for their feedback. Additionally, we conducted a survey and visited in conversations directly with students who met the criteria for these subgroups. It was clear from these conversations and feedback from students and stakeholders that the following supports were most needed:

After school support

Summer school enrichment programs

Social services

Social Emotional Learning Supports

Reading Enrichment

Academic and learning loss

Air quality issues in large space areas

Math Enrichment and support

Student Response Rate 1.2% increased 24.6%

Survey results were low from students, so the superintendent met with the student advisory council, high school club leaders, middle school club leaders and elementary.

## **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 seeing the following items show up in our ESSER plan:

Updates to large areas for ventilation and fresh air circulation to prevent disease spread

Provide after school programming

Math intervention support

Address learning loss

improve technology access

Address student and community mental health needs

hire an additional social worker

Staff retention

Suggestion 2 Here

Suggestion

You will see that these suggestions from parents are reflective in the plan we developed.

Family Response Rate 54.2%

### **School and District Administrators including Special Education Administration**

District leaders met with Keyston Learning and the district leadership team in developing the ESSER 3 application. Social emotional needs, academic learning loss, and large area ventilation were all determined to be areas of priority.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

School and district administrators met to address issues around reading and math. Additional staff and resources for students identified with special education. Administration met with the JWEA, building and district leadership teams as well as site council while developing the ESSER 3 application. Feedback and surveys were sent to Keyston Learning, interlocal, administrator and feedback from KNEA, USA and KASB.

### **Tribes**

The district received feedback from the Potawatomie Reservation to provide academic support and learning loss for students who are Native American and attending our district.

In a review of our student information system, we identified 0 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:

Social-emotional support

Learning loss and academic support

The district currently does not have any students identified as native American, as reported by parents in our SIS. District did reach out to the neighboring tribes for input on the ESSER 3

The Native American response rate was 0% on our survey so we reached out to the tribal leadership. After reaching out to tribal leadership, our team contacted individual families. 10 families identified, but we were only able to make contact with 5.

Superintendent reached out to the families represented in the district. Contact was made with 5 families. The primary concerns shared were social emotional health, school safety and providing after school and summer school options to help with academic support and mental health.

### **Civil Rights Organization including Disability Rights Organizations**

Several civil rights groups were contacted and provided input via our survey that requested that we address the academic learning loss and needs of at-risk students.

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 With Disabilities

[https://docs.google.com/forms/d/1Inp1Rv15RmDi1Z\\_mAEC50sgxnFiFfR4s0nWepO-UBbo/edit](https://docs.google.com/forms/d/1Inp1Rv15RmDi1Z_mAEC50sgxnFiFfR4s0nWepO-UBbo/edit)

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

Support reading and academic learning loss  
Hire a social workers  
Provide after school and summer school opportunities.

[https://docs.google.com/forms/d/1Inp1Rv15RmDi1Z\\_mAEC50sgxnFiFfR4s0nWepO-UBbo/edit](https://docs.google.com/forms/d/1Inp1Rv15RmDi1Z_mAEC50sgxnFiFfR4s0nWepO-UBbo/edit)

### **Provide the public the opportunity to provide input and take such input into account**

We provided a survey for public input.

[https://docs.google.com/forms/d/1Inp1Rv15RmDi1Z\\_mAEC50sgxnFiFfR4s0nWepO-UBbo/edit](https://docs.google.com/forms/d/1Inp1Rv15RmDi1Z_mAEC50sgxnFiFfR4s0nWepO-UBbo/edit)

The public response rate was 3.6%. Information was provided at our patron breakfasts, that are held monthly for patrons not online. Information was shared with local newspaper. District paid for a social media add to boost the survey link and it was posted on all districts social media accounts and district website.

Example response.

School safety should also continue to be a high priority, to keep our kids as safe as possible.  
We need more support staff, paras, and supervision. Education should be the priority. We need teachers. We need to show our staff they are valued. Keep the staff environment positive and the kids will have happier teachers and happier classrooms to learn in.

### **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 district has seen challenges in the mental health of students, academic learning loss in the areas of reading and math. Our at-risk students have been the most challenged by the impacts of COVID-19. We are exceeding the 20% amount with the addition of the math interventionist certified position for three years, summer school programing, after school programing and the social emotional needs through the social worker position. Emphasis on our at-risk, disability, students in poverty and native American.



**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 funding after school and summer school programming utilizing the from work of our MTSS process. We hired a certified math interventionists, social worker, and certified staff for the summer and after school programming.

**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 for air quality improvement, the hiring of a full-time social worker, hiring of a math interventionist.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Through local assessment, progress monitoring,

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$690,497	\$0	\$690,497
Approved Total	\$0	\$0	\$0
Amount Left	\$690,497	\$0	\$690,497
In Review Total	\$690,497	\$0	\$690,497
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$138,100
Approved Total	\$0
Amount Still Needed	\$138,100
In Review Total	\$139,300
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
340-3-0001	Direct	False	1000	151	16	\$70,000	Task Force Review
340-3-0002	Direct	False	1000	152	16	\$13,500	Task Force Review
340-3-0003	Direct	False	1000	150	16	\$30,000	Task Force Review
340-3-0004	Direct	False	1000	220	16	\$6,200	Task Force Review
340-3-0005	Direct	False	1000	260	16	\$250	Task Force Review
340-3-0006	Direct	False	2100	151	16	\$7,000	Task Force Review
340-3-0007	Direct	False	2100	152	16	\$2,600	Task Force Review
340-3-0008	Direct	False	2100	220	16	\$1,000	Task Force Review
340-3-0009	Direct	False	2100	260	16	\$25	Task Force Review
340-3-0010	Direct	False	2200	151	16	\$2,500	Task Force Review
340-3-0011	Direct	False	2200	152	16	\$2,500	Task Force Review
340-3-0012	Direct	False	2200	220	16	\$500	Task Force Review
340-3-0013	Direct	False	2200	260	16	\$15	Task Force Review
340-3-0014	Direct	False	2300	151	16	\$1,200	Task Force Review
340-3-0015	Direct	False	2300	220	16	\$100	Task Force Review
340-3-0016	Direct	False	2300	260	16	\$5	Task Force Review
340-3-0017	Direct	False	2400	151	16	\$5,000	Task Force Review
340-3-0018	Direct	False	2400	152	16	\$3,600	Task Force Review
340-3-0019	Direct	False	2400	220	16	\$700	Task Force Review
340-3-0020	Direct	False	2400	260	16	\$30	Task Force Review
340-3-0021	Direct	False	2500	152	16	\$3,600	Task Force Review
340-3-0022	Direct	False	2500	220	16	\$275	Task Force Review
340-3-0023	Direct	False	2500	260	16	\$10	Task Force Review
340-3-0024	Direct	False	2600	152	16	\$16,250	Task Force Review
340-3-0025	Direct	False	2600	220	16	\$1,250	Task Force Review
340-3-0026	Direct	False	2600	260	16	\$50	Task Force Review
340-3-0027	Direct	False	2710	152	16	\$16,250	Task Force Review
340-3-0028	Direct	False	2710	220	16	\$1,250	Task Force Review
340-3-0029	Direct	False	2710	260	16	\$200	Task Force Review
340-3-0030	Direct	False	3100	152	16	\$13,000	Task Force Review

340-3-0031	Direct	False	3100	220	16	\$1,000	Task Force Review
340-3-0032	Direct	False	3100	260	16	\$200	Task Force Review
340-3-0033	Direct	True	1000	110	12	\$12,000	Task Force Review
340-3-0034	Direct	True	1000	115	12	\$109,904	Task Force Review
340-3-0035	Direct	True	1000	120	12	\$6,000	Task Force Review
340-3-0036	Direct	True	1000	220	12	\$11,200	Task Force Review
340-3-0037	Direct	True	1000	260	12	\$196	Task Force Review
340-3-0038	Direct	False	2600	453	13	\$351,137	Task Force Review

## Line Item Details

Line Item ID: 340-3-0001

**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 Compensation-Retention

**Account Number**

07-1000-151-0403

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for Certified Instructional Staff. This is for 58 staff members, with a payout amount of \$600 expected to be paid in Dec 2022 and June 2023.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$70,000

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$70,000

**Status**

Task Force Review

Line Item ID: 340-3-0002

**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 Compensation-Retention

**Account Number**

07-1000-152-0403

**Function Code**

1000 - Instruction

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for classified instructional staff. This is for 10 staff members, with a payout amount of \$1,350 expected to be paid in Dec 2022.

<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>	\$13,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$13,500</u>
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**Status**

Task Force Review

Line Item ID: 340-3-0003

**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 Compensation-Retention

**Account Number**

07-1000-150-0403

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for Keystone instructional staff. This is for 22 staff members, with the payout amount of \$1,363 expected to be paid out in Dec 2022.

<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>	\$30,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$30,000</u>
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**Status**

Task Force Review

Line Item ID: 340-3-0004

**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 SocialSecurity

**Account Number**

07-1000-220-0403

**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 Retention Pay for the above line items

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,200**Status**

Task Force Review

Line Item ID: 340-3-0005

**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 Unemployment

**Account Number**

07-1000-260-0403

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for Retention Pay for above line items.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$250**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$250**Status**

Task Force Review

Line Item ID: 340-3-0006

**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 Compensation-Retention

**Account Number**

07-2100-151-0403

**Function Code**

2100 - Support Services (Students)

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for Certified support staff. This is for 5 staff members, with a payout amount of \$700 expected to be paid in Dec 2022 and June 2023.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,000**Status**

Task Force Review

Line Item ID: 340-3-0007

**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 Compensation-Retention

**Account Number**

07-2100-152-0403

**Function Code**

2100 - Support Services (Students)

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for classified support staff. This is for 2 staff members, with a payout amount of \$1,300 expected to be paid in Dec 2022.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,600**Status**

Task Force Review

Line Item ID: 340-3-0008

**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 Compensation-Retention

**Account Number**

07-2100-220-0403

**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**

Social Security for Retention Pay for the above line item

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item ID: 340-3-0009

**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 Compensation-Retention

**Account Number**

07-2100-260-0403

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for Retention Pay for the above line items.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25**Status**

Task Force Review

Line Item ID: 340-3-0010

**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 Compensation-Retention

**Account Number**

07-2200-151-0403

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for Certified other support staff. This is for 2 staff members, with a payout amount of \$625 expected to be paid in Dec 2022 and June 2023.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,500**Status**

Task Force Review

Line Item ID: 340-3-0011

**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 Compensation-Retention

**Account Number**

07-2200-152-0403

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for classified other support staff. This is for 2 staff members, with a payout amount of \$625 expected to be paid in Dec 2022.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,500**Status**

Task Force Review

Line Item ID: 340-3-0012



**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 Compensation-Retention

**Account Number**

07-2200-220-0403

**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**

Social Security for Retention Pay for the above line items

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$500**Status**

Task Force Review

Line Item ID: 340-3-0013

**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 Compensation-Retention

**Account Number**

07-2200-220-0403

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for Retention Pay for above line items.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15**Status**

Task Force Review

Line Item ID: 340-3-0014

**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 Compensation-Retention

**Account Number**

07-2300-151-0403

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for Certified administrative staff. This is for 1 staff member, with a payout amount of \$600 expected to be paid in Dec 2022 and June 2023.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 340-3-0015

**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 Compensation-Retention

**Account Number**

07-2300-220-0403

**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**

Social Security for Retention Pay for the above line item

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100**Status**

Task Force Review

Line Item ID: 340-3-0016

**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 Compensation-Retention

**Account Number**

07-2300-260-0403

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for Retention Pay for above line item

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5**Status**

Task Force Review

Line Item ID: 340-3-0017

**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 Compensation-Retention

**Account Number**

07-2400-151-0403

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for Certified building administration Staff. This is for 4 staff members, with a payout amount of \$625 expected to be paid in Dec 2022 and June 2023.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,000**Status**

Task Force Review

Line Item ID: 340-3-0018

**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 Compensation-Retention

**Account Number**

07-2400-152-0403

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for classified building administration staff. This is for 3 staff members, with a payout amount of \$1,200 expected to be paid in Dec 2022.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,600**Status**

Task Force Review

Line Item ID: 340-3-0019

**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 Compensation-Retention

**Account Number**

07-2400-220-0403

**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**

Social Security for Retention Pay for the above line items

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$700**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$700**Status**

Task Force Review

Line Item ID: 340-3-0020

**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 Compensation-Retention

**Account Number**

07-2400-260-0403

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for Retention Pay for above 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>	\$30
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30</u>

**Status**

Task Force Review

Line Item ID: 340-3-0021

**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 Compensation-Retention

**Account Number**

07-2500-152-0403

**Function Code**

2500 - Central Services

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for classified district staff. This is for 3 staff members, with a payout amount of \$1,200 expected to be paid in Dec 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,600</u>

**Status**

Task Force Review

Line Item ID: 340-3-0022

**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 Compensation-Retention

**Account Number**

07-2500-220-0403

**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**

Social Security for Retention Pay for the above line item

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$275**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$275**Status**

Task Force Review

Line Item ID: 340-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Compensation-Retention

**Account Number**

07-2500-260-0403

**Function Code**

2500 - Central Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for Retention Pay for above line item

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10**Status**

Task Force Review

Line Item ID: 340-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Compensation-Retention

**Account Number**

07-2600-152-0403

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for classified Custodial/Maintenance staff. This is for 13 staff members, with a payout amount of \$1,250 expected to be paid in Dec 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,250
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,250</u>

**Status**

Task Force Review

Line Item ID: 340-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Compensation-Retention

**Account Number**

07-2600-220-0403

**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**

Social Security for Retention Pay for the above 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>	\$1,250
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,250</u>

**Status**

Task Force Review

Line Item ID: 340-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Compensation-Retention

**Account Number**

07-2600-220-0403

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for Retention Pay for above line item

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50**Status**

Task Force Review

Line Item ID: 340-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Compensation-Retention

**Account Number**

07-2710-152-0403

**Function Code**

2710 - Vehicle Operation

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for classified transportation staff. This is for 13 staff members, with a payout amount of \$1,250 expected to be paid in Dec 2022.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,250**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,250**Status**

Task Force Review

Line Item ID: 340-3-0028



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Compensation-Retention

**Account Number**

07-2710-220-0403

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security for Retention Pay for the above line item

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,250**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,250**Status**

Task Force Review

Line Item ID: 340-3-0029

**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 Compensation-Retention

**Account Number**

07-2710-260-0403

**Function Code**

2710 - Vehicle Operation

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for Retention Pay for above line item

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$200**Status**

Task Force Review

Line Item ID: 340-3-0030

**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 Compensation-Retention

**Account Number**

07-3100-152-0403

**Function Code**

3100 - Food Service Operations

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay for food service staff. This is for 12 staff members, with a payout amount of \$1,083 expected to be paid in Dec 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Task Force Review

Line Item ID: 340-3-0031

**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 Compensation-Retention

**Account Number**

07-3100-220-0403

**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**

Social Security for Retention Pay for the above 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>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 340-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Compensation-Retention

**Account Number**

07-3100-260-0403

**Function Code**

3100 - Food Service Operations

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for Retention Pay for above line item

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$200**Status**

Task Force Review

Line Item ID: 340-3-0033

**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**

AtRisk Learning

**Account Number**

07-1000-110-0403

**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**

4 Summer School Salaries--Certified --4 weeks after the end of regular school year.

**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: 340-3-0034

**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**

AtRisk Learning

**Account Number**

07-1000-115-0403

**Function Code**

1000 - Instruction

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

1 Interventionist-Certified

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$54,952**Budgeted Expenditures in SFY 2024** \$54,952**Total Expenditures** \$109,904**Status**

Task Force Review

Line Item ID: 340-3-0035

**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**

AtRisk Learning

**Account Number**

07-1000-120-0403

**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**

2 Summer School Salaries--Classified--Aides for 4 weeks of summer school at the end of regular school year.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 340-3-0036

**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**

AtRisk Learning

**Account Number**

07-1000-220-0403

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security -Summer School -Interventionist

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,600**Budgeted Expenditures in SFY 2024** \$5,600**Total Expenditures** \$11,200**Status**

Task Force Review

Line Item ID: 340-3-0037

**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**

AtRisk Learning

**Account Number**

07-1000-260-0403

**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 -SummerSchool/Interventionist

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$98**Budgeted Expenditures in SFY 2024** \$98**Total Expenditures** \$196**Status**

Task Force Review

Line Item ID: 340-3-0038

**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**

HVAC

**Account Number**

07-2600-453-0403

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

453 - Heating and Cooling System Services

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

HighSchool&MiddleSchool HVAC replacement to help with ventilation and air quality.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$351,137
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$351,137</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item cannot be deemed eligible until 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)

# ESSER III APPLICATION FOR D0342

**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>
McLouth	217 Summit Street, McLouth, KS 660540040	PO Box 40, McLouth, KS 660540040
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jerome Johnson	johnsonj@mclouth.org	(913) 796-2201

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jerome Johnson	Superintendent	johnsonj@mclouth.org	(913) 796-2201

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://docs.google.com/document/d/1PQ1A2zqqi3UI8fc97kLqNyJiVX3Tq7I60M0Hyxlr0k/edit>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

For the 2021-22 school year the following procedures were implemented, purchased or funded with ESSER funds. Water fountain covers purchased to prevent drinking from the fountain. Water bottle fillers were installed and bottles supplied as needed.

Masks were supplied as needed and offered at the door, bus and activities. Masks were required but eventually were highly recommended to align with county guidance.

Hand sanitizer and disinfectant wipes were readily available and easily accessible on buses, entrances and classrooms for sanitizing of high touch areas and hands.

Special room misters were purchased to sanitize after wiping down classrooms each night.

All school vehicles were sanitized after each use (bus and van driver pay was increased due to the extra cleaning

Extra lunch tables were purchased to spread students further apart while eating and will be utilized when community infection rates call for it.

Nurses hours will be extended to full time status and cover overtime pay for extra duties associated with testing,

For the 2022-23 school year the following procedures will be implemented, purchased or funded with ESSER funds to help with prevention and mitigation strategies to allow for safe in-person learning

Extra hours for maintenance staff when needed to deep clean the facilities.

Excessive cleaning supplies for deep cleaning of facilities or school vehicles after use

Rental costs for testing unit

Cleaning supplies for after school programs

Hand sanitizer for classrooms, entrances, and school vehicles

Disinfectant wipes for classrooms and cleaning of high touch areas in facility

Excessive nursing supplies

Extending nurse hours to fulltime to assist with testing as needed, studying guidance and keeping administration aware of latest COVID spread and guidance

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we conducted a survey and created focus groups from our student body to determine their highest levels of need for pandemic related instruction and support. Conversations were with NHS and Stu-Co representatives. However all students had the opportunity to either complete the survey or give feedback. Four students completed the survey and 8 students provided direct feedback. When directly asked how best to use the ESSER funds no answers were given except to decrease vaping in the school. We are looking into vaping detectors but that is not part of our plan/application. When directly asked if a social worker, after school assistance, summer school and full time nurse would be money well spent they agreed.

The survey results of the 3 students showed the highest support for extended school year/summer school

The following received the most interest from our students:

Normalcy - Students were very honest and direct. We want to sit closer to our friends in the classrooms and at lunch. Masks can be optional but not required. We do not want to cancel activities. There were too many events important to us that we missed out on.

### 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. Between the survey and the elementary and secondary parent advisories 103 supplied feedback. Advertisement for these activities are in building newsletters/widgets, schoolmessenger and posted on our school facebook feed. 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:

Overwhelmingly, 62% of responses valued additional para support in the classroom. 58% wanted to see us continue and expand the after school programs. Currently elementary has a M-Thurs program.



## **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. Our SPED director, Doug Andersen meets with supts on a monthly basis. His input was to "remember your SPED staff if you are doing any type of bonus or retention pay". KSDE has discouraged this as they are technically not our employees. Specifically with our USD, we agreed to share a social worker. This would allow the social worker to be fulltime in our school for IEP and non-IEP students.

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.

With the addition of the after school program in the elementary, two additional classroom paras and a 4th title para, we have seen academic improvement for our students and specifically in reading.

Others areas we focused on were moving the k-12 nurse to full time and making the 1/2 social worker full time a full time teacher.

All of the additions have been beneficial and will be hard to move away from if funds are no longer available.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Between the survey results and conversations 26 staff members provided feedback. This included classified, certified and members of the teachers union.

The comments received are very similar to other groups and survey results. The additional support staff and after school programs have proven beneficial based on various assessment results including KAP. The comments included keeping Title I support staff and adding a fourth tier; adding an assistant principal to alleviate discipline issues, moving the social worker and nurse to full time.

## **Tribes**

We do not have any Tribes associated with the USD 342 School District. We also checked with the Tribal Leaders Directory which supported our find. However we will do our best to include students who may identify with a Tribe.

We do have 3 students, as per our SIS that identify as Native American. Two of the students and a family member did complete our survey and did identify as American Indian. Those results show a support for mental health and summer school. They did not mark anything unfavorably and did not comment on any specific items.

## **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:

- 1) NEKAP of Northeast KS - Peggy Lackey - no response
- 2) Harvesters of Topeka - no response
- 3) KAC - Kansas Action for Children - They informed us the committee formed to respond to these inquiries is no longer doing so because of the time
- 4) Disability Rights Center of Kansas - We weren't able to speak directly with anyone but they did send an email with their thoughts.

survey - available as a link and hard copy . Sent through school messenger, email, and backpacks.

<https://docs.google.com/spreadsheets/d/1pNFHhtC44i0jqt9uVZxHSEcU5x1zKesmdrYPFTVeEGs/edit?usp=sharing>

Focus Group survey - Zero responses to our survey

The common theme concerns the students' with disabilities or Low SES. They were hit hard by the pandemic and continue to show signs of learning loss. The following were the most suggested.

- After School Program
- Moved 1/2 time social worker to full time status
- Additional Title I Para for intervention

## **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. We do have foster, and children in foster care. At the time of the surveys and focus groups we did not have homeless, migratory, English Learners or children who are incarcerated.

The supt spoke directly to one foster family. The foster parent is a long time foster parent in our community. She is successful in getting her foster children the supports/resources they need both inside and outside our school. Because of her knowledge and experience she supported any direct/one-on-one resources especially a social worker.

Opportunities for parent advisory/site-council were also available. These started in May of 2022 through the summer. Through those surveys and conversations, it was clear that the following supports were most needed.

To have supports in the school and how to find resources. Our counselor has made an effort to reach out and share those resources to our identified families.

Specific survey results show need for social worker and in class supports such as para support and allowing outside. 116 patrons completed the survey. Eight identified a "children with disabilities and one identified as "underserved". Even though none marked "foster" we know we have foster families and we contacted them directly as stated above.

Survey results: <https://docs.google.com/forms/d/1U1M11UsdQalw1IW5sXGKWnBQjjfzbGJ7QNYUNleqwR8/edit#responses>

The survey was shared as a link and hard copy for those wishing to use it. Patrons were notified through our school messenger system, email and website/facebook page.

## **Provide the public the opportunity to provide input and take such input into account**

Greetings USD 342 Students, Staff, Families, and School Community:

Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing THIS SURVEY.

Business and community survey - Sent as a link and available as a hard copy if requested through Website and school facebook. We had 12 responses. The most common feedback was about safety and how funds are spent.

Parent and staff survey: 116 results Shared via facebook, school messenger, website and available as hard copy if requested. No hard copies requested.

<https://docs.google.com/forms/d/1U1M11UsdQalw1IW5sXGKWnBQjjfzbGJ7QNYUNleqwR8/edit#responses>

Thank you in advance for your input, participation, and engagement in this process.

Sincerely,

Jerome Johnson, Superintendent

913.796.2201

[johnsonj@mclouth.org](mailto:johnsonj@mclouth.org)

## **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.**

McLouth USD 342 is a pre-12 public school. We have approximately 500 students with over 30% needing assistance through IEPs or MTSS. Prior to COVID we were making gains in our science, math and reading scores which show a four year trend line going up on a district level. Our scores post COVID did drop overall as per the accountability. Attendance for our district has been around 95%. During and post COVID our attendance is dropping and dropped further in 2020-21. Over a four year period we have gone from 95% or higher attendance rate to now a 91% which is lower than the state average. As well our chronic absenteeism rate moved from 11.8% to 20% in the same time period. Even though reading scores grew through the pandemic for our elementary, math leveled and slightly dropped. More significantly our high needs 7th grade class saw over 50% of the class at level one. This could have been to learning loss or apathy associated with the turbulent year.

**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)**

To address learning loss that occurred from March of 2020 through the 2020-21 school year ESSER funds were used in the following ways.

Additional Title I para. This para was used primarily in our kindergarten, 1st and 2nd grade classes. This para worked with identified students impacted negatively by remote learning due to their young age using our HMH inventories.

Primary level classroom paras. Two classroom paras were hired to specifically implement the same HMH inventory and Heggerty phonological awareness intervention in leveled groups.

Acellus was purchased at a cost of \$25000 to assist with the staffing shortage associated with COVID. This allowed subjects like Spanish to continue as we had no success finding a teacher. As well Acellus has reading and math interventions built in to then help with learning loss of students identified by FASTBridge. If this program shows successful we will mostly likely have a need for it as the increase in staff shortages is continuing to produce learning loss.

Our most successful endeavor was our after school program. Students were identified using FASTBridge and teacher input based on students who struggled to be part of remote learning. Students attended M-Th for 1.5hrs each day. Three licensed teachers rotated groups every 25 minutes. Testing at the beginning and end showed growth for all students in their targeted areas.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

While funds are available the following changes have occurred to help with the impact of CoVID

- move nurse to fulltime status
- cover overtime/extra maintenance hours for after hours cleaning/sanitizing
- excessive cleaning supplies for facility and school vehicles
- ACELLUS Academy - online accredited coursework with intervention for students needing academic assistance
- After School program - students in need of intervention were recommended to the M-Thrs program 3:30-5:00. Three licensed teachers using research/evidence based curriculum focused on reading
- Two elementary classroom paras
- 4th Title Para to decrease group size
- premium pay for ALL staff for retention purposes

**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 funding will be monitored through an ongoing review of our data. Academic needs will be reviewed through the use of FastBridge three times per academic year and the summative scores on the annual Kansas Assessment. Social, Emotional, and Mental Health needs will be reviewed through the teacher observation tool associated with FASTBridge in addition to teacher referrals to SIT (student improvement team) which includes our counselor, nurse, school psych, and social worker.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$509,735	\$0	\$509,735	ESSER III Allocations	\$101,947
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$509,735	\$0	\$509,735	Amount Still Needed	\$101,947
In Review Total	\$509,735	\$0	\$509,735	In Review Total	\$157,524
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
342-3-0001	Direct	False	1000	111	16	\$32,000	Task Force Review
342-3-0002	Direct	False	1000	111	16	\$12,000	Task Force Review
342-3-0003	Direct	False	1000	111	16	\$28,000	Task Force Review
342-3-0004	Direct	True	1000	121	12	\$48,381	Task Force Review
342-3-0005	Direct	False	1000	121	16	\$14,000	Task Force Review
342-3-0006	Direct	False	1000	121	16	\$2,000	Task Force Review
342-3-0007	Direct	True	1000	210	12	\$55,393	Task Force Review
342-3-0008	Direct	True	1000	220	12	\$3,701	Task Force Review
342-3-0009	Direct	False	1000	220	16	\$6,011	Task Force Review
342-3-0010	Direct	False	1000	220	16	\$990	Task Force Review
342-3-0011	Direct	False	1000	220	16	\$2,140	Task Force Review
342-3-0012	Direct	True	1000	260	12	\$49	Task Force Review
342-3-0013	Direct	False	1000	260	16	\$66	Task Force Review
342-3-0014	Direct	False	1000	260	16	\$14	Task Force Review
342-3-0015	Direct	False	1000	260	16	\$28	Task Force Review
342-3-0016	Direct	False	1000	644	12	\$16,851	Task Force Review
342-3-0017	Direct	False	1000	644	12	\$42,000	Task Force Review
342-3-0018	Direct	False	1000	644	12	\$38,000	Task Force Review
342-3-0019	Direct	True	1000	653	12	\$10,000	Task Force Review
342-3-0020	Direct	True	1000	653	12	\$40,000	Task Force Review
342-3-0021	Direct	False	2100	111	16	\$2,000	Task Force Review
342-3-0022	Direct	False	2100	111	16	\$1,000	Task Force Review
342-3-0023	Direct	False	2100	111	16	\$1,000	Task Force Review
342-3-0024	Direct	False	2100	121	16	\$2,000	Task Force Review
342-3-0025	Direct	False	2100	220	16	\$154	Task Force Review
342-3-0026	Direct	False	2100	220	16	\$154	Task Force Review
342-3-0027	Direct	False	2100	220	16	\$78	Task Force Review
342-3-0028	Direct	False	2100	220	16	\$76	Task Force Review
342-3-0029	Direct	False	2100	260	16	\$2	Task Force Review
342-3-0030	Direct	False	2100	260	16	\$2	Task Force Review

342-3-0031	Direct	False	2100	260	16	\$2	Task Force Review
342-3-0032	Direct	False	2100	260	16	\$2	Task Force Review
342-3-0033	Direct	False	2113	340	10	\$42,482	Task Force Review
342-3-0034	Direct	False	2134	120	15	\$26,014	Task Force Review
342-3-0035	Direct	False	2134	120	16	\$2,000	Task Force Review
342-3-0036	Direct	False	2134	220	15	\$1,990	Task Force Review
342-3-0037	Direct	False	2134	220	16	\$154	Task Force Review
342-3-0038	Direct	False	2134	260	15	\$27	Task Force Review
342-3-0039	Direct	False	2134	260	16	\$2	Task Force Review
342-3-0040	Direct	False	2200	111	16	\$2,000	Task Force Review
342-3-0041	Direct	False	2200	121	16	\$2,000	Task Force Review
342-3-0042	Direct	False	2200	220	16	\$306	Task Force Review
342-3-0043	Direct	False	2200	260	16	\$4	Task Force Review
342-3-0044	Direct	False	2310	121	16	\$2,000	Task Force Review
342-3-0045	Direct	False	2310	220	16	\$154	Task Force Review
342-3-0046	Direct	False	2310	260	16	\$2	Task Force Review
342-3-0047	Direct	False	2321	110	16	\$2,000	Task Force Review
342-3-0048	Direct	False	2321	220	16	\$230	Task Force Review
342-3-0049	Direct	False	2321	260	16	\$3	Task Force Review
342-3-0050	Direct	False	2410	111	16	\$2,000	Task Force Review
342-3-0051	Direct	False	2410	111	16	\$1,000	Task Force Review
342-3-0052	Direct	False	2410	111	16	\$1,000	Task Force Review
342-3-0053	Direct	False	2410	121	16	\$2,000	Task Force Review
342-3-0054	Direct	False	2410	121	16	\$2,000	Task Force Review
342-3-0055	Direct	False	2410	121	16	\$2,000	Task Force Review
342-3-0056	Direct	False	2410	220	16	\$306	Task Force Review
342-3-0057	Direct	False	2410	220	16	\$230	Task Force Review
342-3-0058	Direct	False	2410	220	16	\$230	Task Force Review
342-3-0059	Direct	False	2410	260	16	\$4	Task Force Review
342-3-0060	Direct	False	2410	260	16	\$4	Task Force Review
342-3-0061	Direct	False	2410	260	16	\$4	Task Force Review
342-3-0062	Direct	False	2510	121	16	\$2,000	Task Force Review
342-3-0063	Direct	False	2510	220	16	\$154	Task Force Review
342-3-0064	Direct	False	2510	260	16	\$2	Task Force Review
342-3-0065	Direct	False	2600	121	16	\$12,000	Task Force Review
342-3-0066	Direct	False	2600	220	16	\$918	Task Force Review
342-3-0067	Direct	False	2600	260	16	\$12	Task Force Review
342-3-0068	Direct	False	2710	121	16	\$18,000	Task Force Review
342-3-0069	Direct	False	2710	220	16	\$1,378	Task Force Review
342-3-0070	Direct	False	2710	260	16	\$18	Task Force Review
342-3-0071	Direct	False	2730	121	16	\$2,000	Task Force Review
342-3-0072	Direct	False	2730	220	16	\$154	Task Force Review

342-3-0073	Direct	False	2730	260	16	\$2	Task Force Review
342-3-0074	Direct	False	3100	121	16	\$10,000	Task Force Review
342-3-0075	Direct	False	3100	220	16	\$766	Task Force Review
342-3-0076	Direct	False	3100	260	16	\$10	Task Force Review
342-3-0077	Direct	False	2600	121	16	\$11,212	Task Force Review
342-3-0078	Direct	False	2600	220	16	\$858	Task Force Review
342-3-0079	Direct	False	2600	260	16	\$11	Task Force Review

## Line Item Details

Line Item ID: 342-3-0001

**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 GS Teacher Salary

**Account Number**

07-1000-111-1-03

**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**

Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be no more than \$500 for each new teacher. The retention incentive will be no more than \$500 per semester for each returning teacher. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 16 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
<b>Total Expenditures</b>	<u>\$32,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0002

**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 MS Teacher Salary

**Account Number**

07-1000-111-2-03

**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**

Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be no more than \$500 for each new teacher. The retention incentive will be no more than \$500 per semester for each returning teacher. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 6 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$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: 342-3-0003

**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 HS Teacher Salary

**Account Number**

07-1000-111-3-03

**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**

Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be no more than \$500 for each new teacher. The retention incentive will be no more than \$500 per semester for each returning teacher. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 14 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	<u>\$28,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0004



**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 GS Para Support

**Account Number**

07-1000-121-1-03

**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**

Hired three additional paraprofessionals. Two paraprofessionals are working in primary grade classrooms. Their roles include assisting in the administering of the FASTBridge screeners to identify students with learning loss and to use approved interventions when working with identified students. These paras will greatly help directing those interventions in small group settings.

The third paraprofessional is working in the Title department for students experiencing learning loss. This individual will also assist with the administration of the FASTBridge screener to identify students with learning loss. This person will allow for smaller group sizes due to the increased identification of students with learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,799
<b>Budgeted Expenditures in SFY 2024</b>	\$39,582
<b>Total Expenditures</b>	\$48,381

**Status**

Task Force Review

Line Item ID: 342-3-0005

**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 GS Para Support

**Account Number**

07-1000-121-1-03

**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**

Premium pay for the recruitment and retention of paraprofessionals. The recruitment incentive will be no more than \$500 for each new paraprofessional. The retention incentive will be no more than \$500 per semester for each returning paraprofessional. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 7 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$14,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0006

**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 MS Para Support

**Account Number**

07-1000-121-2-03

**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**

Premium pay for the recruitment and retention of paraprofessionals. The recruitment incentive will be no more than \$500 for each new paraprofessional. The retention incentive will be no more than \$500 per semester for each returning paraprofessional. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

Line Item ID: 342-3-0007

**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 GS Group Ins

**Account Number**

07-1000-210-1-03

**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**

Employer contributions of health and dental insurance premiums for the three additional paraprofessionals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,393
<b>Budgeted Expenditures in SFY 2024</b>	\$37,000
<b>Total Expenditures</b>	\$55,393

**Status**

Task Force Review

Line Item ID: 342-3-0008

**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 GS FICA

**Account Number**

07-1000-220-1-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes for the three additional paraprofessionals.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$673**Budgeted Expenditures in SFY 2024** \$3,028**Total Expenditures** \$3,701**Status**

Task Force Review

Line Item ID: 342-3-0009

**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 GS FICA

**Account Number**

07-1000-220-1-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,759**Budgeted Expenditures in SFY 2024** \$4,252**Total Expenditures** \$6,011**Status**

Task Force Review

Line Item ID: 342-3-0010

**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 MS FICA

**Account Number**

07-1000-220-2-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$495**Budgeted Expenditures in SFY 2024** \$495**Total Expenditures** \$990**Status**

Task Force Review

Line Item ID: 342-3-0011

**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 HS FICA

**Account Number**

07-1000-220-3-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,070**Budgeted Expenditures in SFY 2024** \$1,070**Total Expenditures** \$2,140**Status**

Task Force Review

Line Item ID: 342-3-0012

**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 GS Unemp

**Account Number**

07-1000-260-1-03

**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**

Employer contributions for unemployment taxes for the three additional paraprofessionals.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9**Budgeted Expenditures in SFY 2024** \$40**Total Expenditures** \$49**Status**

Task Force Review

Line Item ID: 342-3-0013

**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 GS Unemp

**Account Number**

07-1000-260-1-03

**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**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$33**Budgeted Expenditures in SFY 2024** \$33**Total Expenditures** \$66**Status**

Task Force Review

Line Item ID: 342-3-0014

**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 MS Unemp

**Account Number**

07-1000-260-2-03

**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**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7**Budgeted Expenditures in SFY 2024** \$7**Total Expenditures** \$14**Status**

Task Force Review

Line Item ID: 342-3-0015

**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 HS Unemp

**Account Number**

07-1000-260-3-03

**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**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14**Budgeted Expenditures in SFY 2024** \$14**Total Expenditures** \$28**Status**

Task Force Review

Line Item ID: 342-3-0016

**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 GS Textbooks

**Account Number**

07-1000-644-1-03

**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 new elementary science and social studies curriculum to address areas in which students have fallen behind. The analysis of student data from the pandemic onset to current shows that our students experienced learning loss in the areas of science and social studies. These resources will provide student knowledge and experiences aligned with the content standards and provide strategies for student learning loss, especially the students that demonstrate the most impact from COVID-19 that include students with disabilities and students in foster care. We would also like to be prepared for any future students experiencing homelessness. We would be purchasing student textbooks, teacher editions and teacher resources.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,851
<b>Total Expenditures</b>	<u>\$16,851</u>

**Status**

Task Force Review

Line Item ID: 342-3-0017



**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 MS Textbooks

**Account Number**

07-1000-644-2-03

**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 new middle school science and social studies curriculum to address areas in which students have fallen behind. The analysis of student data from the pandemic onset to current shows that our students experienced learning loss in the areas of science and social studies. These resources will provide student knowledge and experiences aligned with the content standards and provide strategies for student learning loss, especially the students that demonstrate the most impact from COVID-19 that include students with disabilities and students in foster care. We would also like to be prepared for any future students experiencing homelessness. We would be purchasing student textbooks, teacher editions and teacher resources.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
<b>Budgeted Expenditures in SFY 2024</b>	\$21,000
<b>Total Expenditures</b>	\$42,000

**Status**

Task Force Review

Line Item ID: 342-3-0018

**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 HS Textbooks

**Account Number**

07-1000-644-3-03

**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 new high school science and social studies curriculum to address areas in which students have fallen behind. The analysis of student data from the pandemic onset to current shows that our students experienced learning loss in the areas of science and social studies. These resources will provide student knowledge and experiences aligned with the content standards and provide strategies for student learning loss, especially the students that demonstrate the most impact from COVID-19 that include students with disabilities and students in foster care. We would also like to be prepared for any future students experiencing homelessness. We would be purchasing student textbooks, teacher editions and teacher resources.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,000
<b>Budgeted Expenditures in SFY 2024</b>	\$19,000
<b>Total Expenditures</b>	<u>\$38,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0019

**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 MS Inst Software

**Account Number**

07-1000-653-2-03

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Software subscription to Acellus to address credit recovery and provide curriculum for areas in which students have fallen behind due to COVID. Acellus Academy is an evidence-based practice.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
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<b>Total Expenditures</b>	<u>\$10,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: ACELLUS Academy - online accredited coursework with intervention for students needing academic assistance

Line Item ID: 342-3-0020

**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 HS Inst Software

**Account Number**

07-1000-653-3-03

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Software subscription to Acellus to address credit recovery and provide curriculum for areas in which students have fallen behind due to COVID. Acellus Academy is an evidence-based practice.

<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>	\$20,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
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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**

from narrative: ACELLUS Academy - online accredited coursework with intervention for students needing academic assistance

Line Item ID: 342-3-0021

**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 GS Counselor Salary

**Account Number**

07-2100-111-1-03

**Function Code**

2100 - Support Services (Students)

**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**

Premium pay for the retention of a grade school counselor. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0022

**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 MS Counselor Salary

**Account Number**

07-2100-111-2-03

**Function Code**

2100 - Support Services (Students)

**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**

Premium pay for the retention of a middle school counselor. The retention incentive will be no more than \$250 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the high school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Counselor Salary

**Account Number**

07-2100-111-3-03

**Function Code**

2100 - Support Services (Students)

**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**

Premium pay for the retention of a high school counselor. The retention incentive will be no more than \$250 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the middle school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Couns Secretary

**Account Number**

07-2100-121-0-03

**Function Code**

2100 - Support Services (Students)

**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**

Premium pay for the retention of a school counselor secretary. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Couns Sec FICA

**Account Number**

07-2100-220-0-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$77
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	\$154

**Status**

Task Force Review

Line Item ID: 342-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Couns FICA

**Account Number**

07-2100-220-1-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$77
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	\$154

**Status**

Task Force Review

Line Item ID: 342-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Couns FICA

**Account Number**

07-2100-220-2-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$39**Budgeted Expenditures in SFY 2024** \$39**Total Expenditures** \$78**Status**

Task Force Review

Line Item ID: 342-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Couns FICA

**Account Number**

07-2100-220-3-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$38**Total Expenditures** \$76**Status**

Task Force Review

Line Item ID: 342-3-0029

**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 Couns Sec Unemp

**Account Number**

07-2100-260-0-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 342-3-0030

**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 GS Couns Unemp

**Account Number**

07-2100-260-1-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 342-3-0031



**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 MS Couns Unemp

**Account Number**

07-2100-260-2-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 342-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Couns Unemp

**Account Number**

07-2100-260-3-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 342-3-0033

**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 Social Worker

**Account Number**

07-2113-340-0-03

**Function Code**

2113 - Social Work Services

**Object Code**

340 - Other Professional Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contract with our special education interlocal to provide a half-time social worker for all students to support social emotional health, student well-being and self-care and to mitigate engagement in high-risk behaviors.

<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>	\$13,883
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<b>Budgeted Expenditures in SFY 2024</b>	\$28,599
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<b>Total Expenditures</b>	\$42,482
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**Status**

Task Force Review

Line Item ID: 342-3-0034

**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 Nurse Salary

**Account Number**

07-2134-120-0-03

**Function Code**

2134 - Nursing Services

**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**

Before COVID-19, our school nurse worked 5 hours/school day. We have increased their hours to 8+ /day to help with contact tracing, testing students for COVID and all other additional protocols brought on by the pandemic. The expenditures paid by ESSER funds are for the time beyond their original 5 hrs/day.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$8,501
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<b>Budgeted Expenditures in SFY 2024</b>	\$17,513
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<b>Total Expenditures</b>	\$26,014
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**Status**

Task Force Review

Line Item ID: 342-3-0035

**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 Nurse Salary

**Account Number**

07-2134-120-0-03

**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**

Premium pay for the retention of a school nurse. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0036

**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 Nurse FICA

**Account Number**

07-2134-220-0-03

**Function Code**

2134 - Nursing Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the additional nursing hours.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$650
<b>Budgeted Expenditures in SFY 2024</b>	\$1,340
<b>Total Expenditures</b>	<u>\$1,990</u>

**Status**

Task Force Review

Line Item ID: 342-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Nurse FICA

**Account Number**

07-2134-220-0-03

**Function Code**

2134 - Nursing 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**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$77
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$154</u>

**Status**

Task Force Review

Line Item ID: 342-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Nurse Unemp

**Account Number**

07-2134-260-0-03

**Function Code**

2134 - Nursing Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the additional nursing hours.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9
<b>Budgeted Expenditures in SFY 2024</b>	\$18
<b>Total Expenditures</b>	<u>\$27</u>

**Status**

Task Force Review

Line Item ID: 342-3-0039

**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 Nurse Unemp

**Account Number**

07-2134-260-0-03

**Function Code**

2134 - Nursing Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 342-3-0040

**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 Librarian Salary

**Account Number**

07-2200-111-0-03

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Premium pay for the retention of a school librarian. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 342-3-0041

**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 Library Aide Salary

**Account Number**

07-2200-121-0-03

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Premium pay for the retention of a school library paraprofessional. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

Line Item ID: 342-3-0042

**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 Library FICA

**Account Number**

07-2200-220-0-03

**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**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$153
<b>Budgeted Expenditures in SFY 2024</b>	\$153
<b>Total Expenditures</b>	\$306

**Status**

Task Force Review

Line Item ID: 342-3-0043

**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 Library Unemp

**Account Number**

07-2200-260-0-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

<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: 342-3-0044

**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**

ESSER III CO Secretary Salary

**Account Number**

07-2310-121-0-03

**Function Code**

2310 - Board of Education Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a district office secretary. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0045

**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 CO Sec FICA

**Account Number**

07-2310-220-0-03

**Function Code**

2310 - Board of Education 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**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$77**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$154**Status**

Task Force Review

Line Item ID: 342-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CO Sec Unemp

**Account Number**

07-2310-260-0-03

**Function Code**

2310 - Board of Education Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 342-3-0047



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Supt Salary

**Account Number**

07-2321-110-0-03

**Function Code**2321 - Office of the Superintendent  
Services**Object Code**

110 - Regular Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of superintendents. The recruitment incentive will be no more than \$500 for each new superintendent. The retention incentive will be no more than \$500 per semester for each returning superintendent. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

Line Item ID: 342-3-0048

**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 Supt FICA

**Account Number**

07-2321-220-0-03

**Function Code**2321 - Office of the Superintendent  
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**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$153
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	\$230

**Status**

Task Force Review

Line Item ID: 342-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Supt Unemp

**Account Number**

07-2321-260-0-03

**Function Code**

2321 - Office of the Superintendent Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$3**Status**

Task Force Review

Line Item ID: 342-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Principal Salary

**Account Number**

07-2410-111-1-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of an elementary principal. The recruitment incentive will be no more than \$500 for each new principal. The retention incentive will be no more than \$500 per semester for each returning principal. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 342-3-0051

**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 MS Principal Salary

**Account Number**

07-2410-111-2-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of a middle school principal. The recruitment incentive will be no more than \$250 for each new principal. The retention incentive will be no more than \$250 per semester for each returning principal. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the high school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Principal Salary

**Account Number**

07-2410-111-3-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of a high school principal. The recruitment incentive will be no more than \$250 for each new principal. The retention incentive will be no more than \$250 per semester for each returning principal. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the middle school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Secretary Salary

**Account Number**

07-2410-121-1-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of an elementary secretary. The recruitment incentive will be no more than \$500 for each new secretary. The retention incentive will be no more than \$500 per semester for each returning secretary. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0054

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Secretary Salary

**Account Number**

07-2410-121-2-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of a middle school secretary. The recruitment incentive will be no more than \$500 for each new secretary. The retention incentive will be no more than \$500 per semester for each returning secretary. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Secretary Salary

**Account Number**

07-2410-121-3-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of a high school secretary. The recruitment incentive will be no more than \$500 for each new secretary. The retention incentive will be no more than \$500 per semester for each returning secretary. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

Line Item ID: 342-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Admin FICA

**Account Number**

07-2410-220-1-03

**Function Code**

2410 - Office of the Principal 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**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$153
<b>Budgeted Expenditures in SFY 2024</b>	\$153
<b>Total Expenditures</b>	\$306

**Status**

Task Force Review

Line Item ID: 342-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Admin FICA

**Account Number**

07-2410-220-2-03

**Function Code**

2410 - Office of the Principal 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**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$115**Budgeted Expenditures in SFY 2024** \$115**Total Expenditures** \$230**Status**

Task Force Review

Line Item ID: 342-3-0058

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Admin FICA

**Account Number**

07-2410-220-3-03

**Function Code**

2410 - Office of the Principal 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**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$115**Budgeted Expenditures in SFY 2024** \$115**Total Expenditures** \$230**Status**

Task Force Review

Line Item ID: 342-3-0059



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Admin Unemp

**Account Number**

07-2410-260-1-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**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: 342-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Admin Unemp

**Account Number**

07-2410-260-2-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**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: 342-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Admin Unemp

**Account Number**

07-2410-260-3-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

<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: 342-3-0062

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Business Mgr Salary

**Account Number**

07-2510-121-0-03

**Function Code**

2510 - Fiscal Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a business manager. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Business Mgr FICA

**Account Number**

07-2510-220-0-03

**Function Code**

2510 - Fiscal 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**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$77**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$154**Status**

Task Force Review

Line Item ID: 342-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Business Mgr Unemp

**Account Number**

07-2510-260-0-03

**Function Code**

2510 - Fiscal Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 342-3-0065

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Operation Salary

**Account Number**

07-2600-121-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

Premium pay for the recruitment and retention of custodial and maintenance staff. The recruitment incentive will be no more than \$500 for each new custodian or maintenance employee. The retention incentive will be no more than \$500 per semester for each returning custodian or maintenance employee. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 6 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$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: 342-3-0066

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Oper FICA

**Account Number**

07-2600-220-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$459
<b>Budgeted Expenditures in SFY 2024</b>	\$459
<b>Total Expenditures</b>	<u>\$918</u>

**Status**

Task Force Review

Line Item ID: 342-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Oper Unemp

**Account Number**

07-2600-260-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6
<b>Budgeted Expenditures in SFY 2024</b>	\$6
<b>Total Expenditures</b>	<u>\$12</u>

**Status**

Task Force Review

Line Item ID: 342-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Driver Salary

**Account Number**

07-2710-121-0-03

**Function Code**

2710 - Vehicle Operation

**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**

Premium pay for the recruitment and retention of bus and van drivers. The recruitment incentive will be no more than \$500 for each new bus and van driver. The retention incentive will be no more than \$500 per semester for each returning bus and van driver. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 9 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$9,000
<b>Total Expenditures</b>	<u>\$18,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Driver FICA

**Account Number**

07-2710-220-0-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$689**Budgeted Expenditures in SFY 2024** \$689**Total Expenditures** \$1,378**Status**

Task Force Review

Line Item ID: 342-3-0070

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Driver Unemp

**Account Number**

07-2710-260-0-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9**Budgeted Expenditures in SFY 2024** \$9**Total Expenditures** \$18**Status**

Task Force Review

Line Item ID: 342-3-0071

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Mechanic Salary

**Account Number**

07-2730-121-0-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**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**

Premium pay for the recruitment and retention of a mechanic. The recruitment incentive will be no more than \$500 for a new mechanic. The retention incentive will be no more than \$500 per semester for a mechanic. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 342-3-0072

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Mechanic FICA

**Account Number**

07-2730-220-0-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$77
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$154</u>

**Status**

Task Force Review

Line Item ID: 342-3-0073

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Mechanic Unemp

**Account Number**

07-2730-260-0-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$1
<b>Total Expenditures</b>	\$2

**Status**

Task Force Review

Line Item ID: 342-3-0074

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Food Serv Salaries

**Account Number**

07-3100-121-0-03

**Function Code**

3100 - Food Service Operations

**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**

Premium pay for the recruitment and retention of food service employees. The recruitment incentive will be no more than \$500 for each new food service employee. The retention incentive will be no more than \$500 per semester for each returning food service employee. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 5 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$10,000

**Status**

Task Force Review

Line Item ID: 342-3-0075



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Food Serv FICA

**Account Number**

07-3100-220-0-03

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$383**Budgeted Expenditures in SFY 2024** \$383**Total Expenditures** \$766**Status**

Task Force Review

Line Item ID: 342-3-0076

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Food Serv Unemp

**Account Number**

07-3100-260-0-03

**Function Code**

3100 - Food Service Operations

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$5**Total Expenditures** \$10**Status**

Task Force Review

Line Item ID: 342-3-0077

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Operation Salary

**Account Number**

07-2600-121-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the additional cleaning protocols brought on by COVID, custodial personnel often times work beyond their schedule which puts them into overtime.

<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>	\$11,212
<b>Total Expenditures</b>	\$11,212

**Status**

Task Force Review

Line Item ID: 342-3-0078

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Oper FICA

**Account Number**

07-2600-220-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the custodial overtime.

<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>	\$858
<b>Total Expenditures</b>	\$858

**Status**

Task Force Review

Line Item ID: 342-3-0079

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Oper Unemp

**Account Number**

07-2600-260-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the custodial overtime.

<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>	\$11
<b>Total Expenditures</b>	<u>\$11</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0386

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>
Madison-Virgil	1500 SW Blvd., Madison, KS 668600398	P.O. Box 398, Madison, KS 668600398
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Stephen Jowers	<a href="mailto:sjowers@usd386.net">sjowers@usd386.net</a>	(620) 437-2910

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Stephen Jowers	Superintendent	<a href="mailto:sjowers@usd386.net">sjowers@usd386.net</a>	(620) 437-2918

## 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.usd386.net/page/safe-return-plan>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 386 is working in conjunction with the Greenwood County Health Department, KSDE, KDHE, and neighboring school districts to remain informed with knowledge based guidance on the latest COVID variant(s) and safety protocol in order for the district to operate schools in the safest, best learning manner. Our mitigation plan is reviewed, updated, and approved by our local Board of Education. The mitigation provided runs parallel to the recommendations of our local health officials with learning conditions adjusted as the Administration and Board of Education balance safety and educational need. USD 386 has found this method of planning and partnership to be an effective tool in our ability to provide in person instruction during the 2021-22 School Year with minimal COVID remote learning students. This course of safety protocol for in person instruction will be continued along with additional partnerships and relations as opportunities become available. USD 386 strives to continue our success and in providing each student and staff member the safest, most effective methods and models for student learning and a successful 2022-23 School Year.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

Student leadership organizations in the Junior High and High School such as Student Council and Grade Level Leaders are instrumental in the planning of each school year with dedicated student engagement opportunities and activities. These students within each building represent the student body as a whole enabling each principal and other adult leaders and teachers the opportunity to seek input and guidance. Each principal and or Grade Level Teacher within the district met with their respective student leadership groups to provide information about ESSER III funding, allowable expenditures and instructional (additional support and content area) specific needs assessment in areas where the students feel are underserved. The principals, teachers, and student leadership representatives also discussed the best practice for distributing student surveys and need assessments. An online survey was conducted and distributed to all students within the district (a total of 252 students). Of those 252 students, 54% of the students or 136 students completed and submitted the survey. The survey was a great success and a very useful tool. The survey allowed the Administration and Board of Education to see through the eyes of the students the areas where they feel are needed and underserved. Those needs were Academic Aides and supplies - including software.

## **Families**

Family units have been stretched and stressed during the COVID-19 pandemic. With each family unit being affected differently, USD 386 has tried to provide support to the family units and be aware of the many different situations and circumstances of the families within the district. USD 386 has established lines of communication with the family units via social media platforms like Facebook and Twitter, utilization of the District website, and group messaging software like EZ School Message. Updating and maintaining those platforms allow current district practices and policies to be available to all patrons and family units. In order to address ESSER III Funds with the patrons and family units within the district, the district held open discussion each month during the regularly scheduled board meetings for families to provide input on ESSER III funds. We also gathered input during Site Council meetings which helped in providing areas of need/concern and ideas on how to expend the money to help improve those items or areas of reference. The family units and patrons very openly expressed their focus of expenditures to point towards additional instructional support in the areas of SEL (Social Emotional Learning), Upgrades to Curriculum, and Academic Supports.

43% (59 out of 138) of families provided input during these monthly scheduled discussions, Site Council and Board Meetings.

## **School and District Administrators including Special Education Administration**

USD 386 Administrative Council (Superintendent, Principals and Special Ed Directors) meet at a minimum of once a month to review and update the mitigation plan and assessment data to address the needs in each of their specific areas within the school district. The collaboration of the directors is instrumental in the ESSER planning process. This Team of Professionals expressed a growing concern for the continued notice of learning loss to all ages of students in the areas of Math and Literacy. Literacy and Math curriculum will be purchased. The ability to continue in-person, face to face learning is absolutely a priority and a complete necessity to help the students form a daily/weekly learning (school) schedule. Keeping students and teachers on a schedule allows them to form a routine and bond with their peers allowing a safe opportunity to communicate, question, socialize and engage in healthy social-emotional interaction. Continuing with these routines during the after school hours and summer days allow the district personnel to connect with the students needing additional support.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

As with Students; Teachers and their bargaining unit and Classified Employees play a vital part of the planning process for each school year. School Year 2022-23 is no different. Although the initial shock of the COVID-19 Pandemic has minimized, the continuous strain on the teachers, staff, and substitutes is very real and very much an issue. Teacher and staff driven committees were utilized in the ESSER III planning by two different methods. First, Teachers helped facilitate the student planning meetings with their respective Grade Level Student Leaders. Second, Teachers and Staff Members were surveyed by the Administrators to address funding needs associated with ESSER III. 87% of the Teachers and Staff completed the survey. Collaboration between the Teachers and the Classified Staff Members resulted in similar survey results. Survey results showed a desire for staff retention pay, increase in substitute pay, and additional software/classroom budget spending. As many school districts in Kansas, substitute teachers and staff are hard to find. The idea of increasing the daily pay for substitutes and providing the teachers and staff a retention bonus allows the district to invest in the people that have invested their time and efforts in the district. A win, win for everyone, but most of all for the students as they are not faced with continual change. Software and supplies - additional spending dollars allows the teachers and staff to splice the gap between guided curriculum, teaching instruction and time management.

## **Tribes**

Our student information system, identified the district has 0 students who reported being a member of a tribe. If a student was to enroll who was a member of a tribe we would work with the student and their parents to see what strategies might be the most beneficial to them. Some of the things we would discuss would be small classroom sizes to provide one on one instruction, para support if needed during the day in the classroom, additional support before, after school and summer, and engaging social emotional support and activities to provide for strong mental health. Our plan would be amended to support these students if we should have any enroll in USD 386. The district will continue to communicate with parents and students to ensure the needs of these student are supported and met with our ESSER Plan.

### **Civil Rights Organization including Disability Rights Organizations**

USD 386 is a small rural school district with a total student enrollment of 252 in Grades PreK-12. Within our district, we do not have any civil rights or disability rights organizations. We reached out to the Kansas Action for Children and the Disability Rights of Kansas. Although we didn't receive any direct feedback from the State Based Agencies, the district contacted our local Special Education Cooperative, CrossWinds, and DCF Agencies and their representatives to determine the actions, methods or suggestions needed to best meet the needs of our students. We are a current member of the USD 253 (Flint Hills Special Ed Coop). The purpose of this cooperative is to support students with disabilities to ensure that each student's needs are being met. The district reached out to our USD 253 Special Ed Coordinator to acquire her input in regards to the use of the ESSER III Funding. Her suggestions were focused on extended learning opportunities, customizable curriculum and social emotional support. The district works closely with DCF when students are in need of care or services outside of the school day. In visiting with our local DCF contact, social emotional support ranks high on the need list. Our ESSER Plan is structured based on this feedback to ensure all students in need of basic and additional support receive the needed services.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

The USD 386 Administrative Council conversed with the family units of any student with disabilities or who were thought to be experiencing homelessness. The family discussed the need for after school and possibly before school opportunities which we either had already available or were able to find an alternative funding source to cover the expense. The team contacted parents with foster children to get their input on potential needs and additional support in the classroom was a very common response as well as SEL support for foster students. We also used this as an opportunity to grow our partnership with Crosswinds and strengthen our communication to better serve all students in our community. The Team also communicated with our school counselors and confirmed no current enrollment of students as English Learners, migratory students, children who are incarcerated. Teachers and Paraprofessionals were also asked for input to identify students who might for what ever reason be underserved. All professionals involved suggested additional academic support and face to face learning opportunities in all grade levels.

### **Provide the public the opportunity to provide input and take such input into account**

Site Base Council Meetings were held at all levels in all school locations. Although attendance is not in abundance, a benefit in a small community is the ability for many constituents to have an input via their Board of Education Member. Community members understand all students have experienced some form of disruption in their education due to COVID. Listening to community members, working with community organizations such as local Recreation Commissions and expressing concerns with their local Board of Education Representative, Community Members were able to express their ideas in the ESSER III Funding Plan. Most, if not all community members understand the importance of in-person learning, the struggle to find substitutes, the retention of staff members and want to support the school in any way to help the students be successful. Surveys conducted confirmed these statements and the communities desire for the students and schools to be successful.

### **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 386 was able to complete the 2021 School Year with face to face learning for the entire school year. During some instances, classrooms or cohorts did face quarantine challenges and the option was always available for students to learn remotely. Staff and students made the adequate changes and followed guidelines established by our local health officials to make the year a success. Based on data from ACT and the Kansas State Assessments, District Administration has made the decision to focus the allocation of funds towards regaining academic time and learning loss that has been experienced during the adjustments made for COVID. Evaluation of learning loss continues to be the focus as administration digests testing scores and overall academic performance across all grades. ACT Scores from the last three (3) years show a decline in overall district student achievement. In 2019, the State Average was 21.1 with the district students average showing 17.7; in 2020, the State Average was 20.4 with the district students average showing 18.2; in 2021, the State Average was 19.8 with the district students average showing 19.1. Data supports an almost 4 point decline in student scores from the 2018 program year to 2019 program year.

Comparing data from the Kansas State Assessments shows the same results when looking at data from the 2018-19 School Year and the 2020-21 School Year in Levels 3 and 4. In Math, district students experienced a decrease from 46.72 to 39.81 in Levels 3 and 4. In ELA, district students experienced a decrease from 46.28 to 38.92 in Levels 3 and 4. In Science, district students experienced a decrease from 14.89 to 10.41 in Level 4. This has given cause and focus for additional learning opportunities and instruction to help address the learning loss. Not only is USD 386 addressing learning loss but also the amount of social and emotional stress and change students have experienced throughout 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)**

USD 386 has hired a K-12 Reading Specialist to address the learning loss students have experienced due to COVID. New programs specific to math and reading in the Elementary and High School have been developed to continue to bridge the learning gap created by COVID. Updated ELA/Math Curriculum and Textbooks will be purchased for all students in Grades K-12. The new ELA curriculum focuses on the promotion of literacy and growth within each grade level. The new math curriculum will focus on effective/repetitive ways of building math skills combining mental discipline, logical reasoning, problem solving and rigor. Data will be tracked by district and state level assessments to ensure the ESSER III Funding as implemented in having a positive short-term and long-term effect on all students and staff regardless of their abilities or positions within the district. Updated Science Curriculum and textbooks will also be purchased to provide cross curriculum opportunities that will help strengthen students' knowledge and understanding not only in Science, but in Math and Reading as well. An elementary counselor will be hired to address the social emotional impact that COVID has had on our students. The district will also be adopting an SEL curriculum to benefit the SEL needs of all of our students. We will continue to retain 2 additional at-risk aides, in response to learning loss caused by the COVID-19 pandemic. The classroom aides will provide additional social-emotional and instructional support, especially with reading and math. The COVID-19 pandemic exposed our need to have technology for students to ensure that we significantly minimize, if not eliminate, future disruptions to teaching and learning. To accomplish this, we will be purchasing MacBooks, as well as Newline Interactive Displays.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 386 will continue to assess the needs of each student especially those students who have been disproportionately impacted by the COVID-19 Pandemic. The district will address social emotional and mental health needs along with bridging the learning loss due to lost instructional time. Ongoing monitoring, conversations and adjustments will be the primary focus of insuring all students achieve to the greatest of their abilities.

**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 386 has developed our ESSER III Funding Plan collaboratively with all groups of key stakeholders in our schools (teachers, staff, students, and administration) and communities including our Special Ed Coop, KSDE, KDHE, Local Health Department, KASB, Recreation Commissions, etc. The success of our plan continues to rely on partnership and input from health care partners to implement and enact strategies to maintain face to face instruction and student safety. Additional support staff, social emotional tools, and continued mitigation strategies all are beneficial to maintaining a healthy and safe learning environment. It is most important to the district that ALL students succeed in accordance with their interests and abilities within the classroom and extra curricular activities, inside the walls of each school and most importantly in the world in which they live. Our job as a school district is to provide a knowledge based foundation. Educating and preparing them for the World both during COVID and post COVID, and with this additional ESSER III Funding, bridging any gap associated with learning loss due to COVID related challenges.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$458,480	\$0	\$458,480
Approved Total	\$0	\$0	\$0
Amount Left	\$458,480	\$0	\$458,480
In Review Total	\$458,480	\$0	\$458,480
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$91,696
Approved Total	\$0
Amount Still Needed	\$91,696
In Review Total	\$170,000
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
386-3-0001	Direct	True	1000	110	12	\$100,000	Task Force Review
386-3-0002	Direct	True	1000	120	12	\$70,000	Task Force Review
386-3-0003	Direct	False	1000	610	1A	\$33,000	Task Force Review
386-3-0004	Direct	False	1000	610	1A	\$37,075	Task Force Review
386-3-0005	Direct	False	1000	650	9	\$49,578	Task Force Review
386-3-0006	Direct	False	1000	650	9	\$21,765	Task Force Review
386-3-0007	Direct	False	1000	653	10	\$6,255	Task Force Review
386-3-0008	Direct	False	1000	110	10	\$50,000	Task Force Review
386-3-0009	Direct	False	1000	610	1A	\$25,000	Task Force Review
386-3-0010	Direct	False	1000	610	1A	\$40,807	Task Force Review
386-3-0011	Direct	False	1000	610	1A	\$25,000	Task Force Review

## Line Item Details

Line Item ID: 386-3-0001

**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**

K-12 Reading Specialist

**Account Number**

07-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Certified K-12 Reading Specialist will provide district wide instructional services and support to all USD 386 ELA Teachers and Students. This individual will make sure all ELA Teachers have the necessary curriculum, tools and training to provide interventions to all ELA Students, but especially students with a decrease according to State Assessments Scores (not placing in Level 3 or 4), ACT Scores, or building level/classroom driven data. The Reading Specialist will be responsible for tracking data on all USD 386 ELA Students. It will be this individual's responsibility to help each student grow academically in ELA no matter what level or specific ELA content area is problematic. This individual will also be a key part of the identification process for those students in need of additional academic (ELA) support due to perhaps other disabilities or issues.

<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: 386-3-0002

**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**

At-Risk Aides

**Account Number**

07-1000-120

**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**

USD 386 will be continuing to hire 2 at-risk aides. These at-risk aides will provide additional academic support at Madison Elementary to those student who have showed a decrease according to State Assessments Scores, ACT Scores, or building level/classroom driven data in any academic content area. The aides will be available to focus on any student needing additional instructional support in any academic area, but the district's primary focus will be on those students who are not in Level 3 or 4 of the 2021 District State Assessment Scores in the areas of Math and English.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,000
<b>Budgeted Expenditures in SFY 2024</b>	\$35,000
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Task Force Review

Line Item ID: 386-3-0003

**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**

Academic Supplies/Software- Math and Reading

**Account Number**

07-1000-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID learning loss has caused many adjustments in curriculum (textbooks, classroom supplies - manipulatives, and software). These funds will be expended on new curriculum in ELA for all students in district. This new ELA curriculum from SAVVAS titled "myView" provides contemporary instruction to address literacy, content areas, social- emotional learning. It is project based inquiry curriculum to incorporate science and social studies themes to allow students the opportunity to solve a cumulative real life problems. This curriculum will also provide a bridge between writing and reading including both in each lesson. Goals are established in each curriculum supporting social emotional learning - showing the students that they are learning and gaining knowledge with each and every lesson. "myView" 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 various levels of students in all classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$33,000</u>

**Status**

Task Force Review

Line Item ID: 386-3-0004

**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**

Academic Supplies/Software - Math &amp; Reading

**Account Number**

07-1000-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID learning loss has caused many adjustments in curriculum (textbooks, classroom supplies - manipulatives, and software). These funds will be expended on new curriculum in Math for all students in district in Grades K-6. This new Math curriculum from Curriculum Associates titled "i-Ready" encourages students to take ownership of learning, sparks meaningful discourse, and connects formative data in a way that helps teachers differentiate instruction according to each student's learning needs. This program aligns directly with ESSER funding allowable activities and can be differentiated to address the small group various levels of students in all classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37,075
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$37,075</u>

**Status**

Task Force Review

Line Item ID: 386-3-0005

**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**

Supplies-Technology Related

**Account Number**

07-1000-650

**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 COVID-19 pandemic exposed our need to have technology for students to ensure that we significantly minimize, if not eliminate, future disruptions to teaching and learning. To accomplish this, we will be upgrading our older macbooks by purchasing new more reliable macbooks. We would be purchasing 60 macbooks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$49,578
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$49,578</u>

**Status**

Task Force Review

Line Item ID: 386-3-0006

**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-Technology Related

**Account Number**

07-1000-650

**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**

To enhance the learning environment of our classrooms we will be purchasing 10- Newline Interactive Displays. This will aide in supporting the educational experience of our students by engaging them in a hands on and interactive approach that will help them in filling the gap created during COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$21,765
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,765</u>

**Status**

Task Force Review

Line Item ID: 386-3-0007

**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**

SEL Curriculum

**Account Number**

07-1000-650

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Seeing the social emotional impact that COVID had on our students we knew we needed to get a curriculum in place to support the growing SEL needs of our students. To help aide in the social emotion needs of our students, we will be purchasing RethinkEd. It is a digital curriculum backed by evidence-based research that gives all students the opportunity to acheive academic, behavioral, adaptive, and social/ emotional success.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,255
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,255</u>

**Status**

Task Force Review

Line Item ID: 386-3-0008

**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**

Elementary Counselor

**Account Number**

07-1000-110

**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 386 will be hiring an Elementary Counselor to help support the social emotional needs of our students. Madison Elementary has never had an elementary counselor. In discussion, surveys, and feedback we received, this was an area that was brought up a lot. After seeing our SEL data from Fastbridge it really confirmed this need.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Task Force Review

Line Item ID: 386-3-0009

**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**

Science Curriculum

**Account Number**

07-1000-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID learning loss has caused many adjustments in curriculum (textbooks, classroom supplies - manipulatives, and software). These funds will be expended on new curriculum in Science for all students in district in Grades K-8. This new Science curriculum titled "Amplify Science" is a flexible, blended K-8 science curriculum that addresses Life Science, Earth and Space Science, Physical Science, and Engineering Design. Together, the units address 100% of the Next Generation Science Standards for grades K-8 and a significant number of the Common Core State Standards for English Language Arts, Literacy in Science and Technical Subjects, and Math. The elementary and middle school science curriculum are outfitted with print and digital resources as well as hands-on materials kits. This program aligns directly with ESSER funding allowable activities and can be differentiated to address the small group various levels of students in all classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

Line Item ID: 386-3-0010



**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**

Reading Curriculum

**Account Number**

07-1000-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID learning loss has caused many adjustments in curriculum (textbooks, classroom supplies - manipulatives, and software). These funds will be expended on new curriculum in ELA for all students in district in Grades K-8. This new ELA curriculum titled "Amplify" provides contemporary instruction to address literacy, content areas, and social-emotional learning. Research-based lessons integrate foundational literacy skills and cross-curricular content knowledge. This curriculum will also provide a bridge between writing and reading including both in each lesson. This program aligns directly with ESSER funding allowable activities and can be differentiated to address the small group various levels of students in all classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,807
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40,807</u>

**Status**

Task Force Review

Line Item ID: 386-3-0011

**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**

Math Curriculum

**Account Number**

07-1000-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID learning loss has caused many adjustments in curriculum (textbooks, classroom supplies - manipulatives, and software). These funds will be expended on new curriculum in Math for all students in district in Grades 7-12. This new Math curriculum from Curriculum Associates titled "i-Ready" encourages students to take ownership of learning, sparks meaningful discourse, and connects formative data in a way that helps teachers differentiate instruction according to each student's learning needs. This program aligns directly with ESSER funding allowable activities and can be differentiated to address the small group various levels of students in all classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$25,000

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0395

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>
LaCrosse	616 Main, La Crosse, KS 67548	Box 778, La Crosse, KS 675480778
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Bill Keeley	bkeeley@usd395.org	(785) 222-2505

## 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>
Helen Showalter	Deputy Board Clerk	hshowalter@usd395.org	(785) 222-2505
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Bill Keeley		bkeeley@usd395.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd395.org/vimages/shared/vnews/stories/614b88bc4155f/Safe%20Return%20Plan.pdf>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our plan for safe return has been implemented & revised for this year to help with the prevention & mitigation of Covid-19. The district continues to work closely with our local health department, KSDE, KDHE, our own district nurse and neighboring school districts to get updated information and guidance related to safely operating in-person learning for the school year. We continue to disinfect surfaces, provide air purification (KDHE grant), follow proper hand sanitation and hand washing throughout the day and follow preventive measures as much as possible. To help with learning loss, we have hired additional support staff (classroom paras) that will help deliver much needed academic content to those learners who have lost out on a lot of academic concepts during Covid. This also helps provide any opportunity for more individualized learning during the actual school day. Quality one-on-one and small group work with interventions for our students will be more readily available. We will also be using funding to help pay the salary of a new position for a social/mental health worker. This person/position has already had a positive impact on increasing learning in our district. A portion of funding will be used for technology updates and support to continue to provide adequate remote learning options if needed as well as provide additional opportunities for learning. Funding will also be used to provide retention pay for our staff in order to help ensure that we continue to encourage our quality staff to return. All ESSER III funding will be utilized to continue the safe operation of our schools as well as providing a positive impact on student 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**

Meetings between building administration and student organizations such as STUCO & CAMP groups are conducted to obtain student input toward needs. One example, student input was provided for such events as homecoming to ensure student buy in regarding mitigation strategies. We will estimate close to 150 students participated (100%) in discussing the use of ESSER III funds since our CAMPS include all 7-12 students.

Feedback supported the use of ESSER funds to:

Support & address learning loss. Safely keep schools open through contact tracing and mitigation. Improve air quality and circulation (our filter machines are spread throughout all hallways, gyms, cafeterias, etc). Address social emotional needs of students.

### **Families**

Building level conversations with parents as well as district level site council have been utilized to disseminate information and receive feedback on ESSER planned expenses. Each building and the site council includes a diverse representation of families which may include multiple grade levels, specific student populations including at-risk, SPED and low SES families. Our staff were also able to gain feedback through the use of our social media connection with parents called See-Saw. Administration also discussed ESSER funds at board meetings which includes many members who also serve as parents in our district. Valuable insight from parents was gained through these many areas. The breakdown included 234 parents, 55 district staff, 17 community members, and 21 student responses. The most requested items of the surveys revealed that this group was most interested in: Updating curriculum & providing staff/teachers with appropriate teaching materials, providing adequate social/emotional resources for students, additional summer learning programs if possible, additional after school tutoring (which has been added), additional Professional Development for staff focused on social/emotional needs.

Feedback supported the use of ESSER funds to:

Support and address learning loss. Safely keep schools open through contact tracing and mitigation. Improve air quality and circulation in the areas that are least able to social distance (air purifiers in use already). Address social emotional needs of students.

### **School and District Administrators including Special Education Administration**

Ongoing conversation with all administration providing input. This is a consistent process with conversations that take place weekly, if not daily. Many agenda items and conversations have taken place also with board members at our BOE monthly meetings. Our SPED director has been consulted and included in many of these conversations.

Feedback supported the use of ESSER funds to:

Address learning loss. Safely keep schools open through contact tracing and mitigation. Improve air quality and circulation in the areas least able to social distance. Address social emotional needs of students.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Ongoing conversation with administration and educational staff to provide input. This is a standing agenda item on all faculty, board and DLT meetings. Our DLT consists of building administration and educational staff leaders including special education, classroom teachers and support staff. Some of the staff involved in these discussions on our DLT are also members of the Rush County Teachers Association (affiliated with KNEA). This allows all of these identified groups to provide input to our ESSER and Covid response.

Feedback supported the use of ESSER funds to:

Address learning loss. Safely keep schools open through contact tracing and mitigation. Improve air quality in the areas that are least able to social distance. Address social and emotional needs of students.

## **Tribes**

No formally recognized tribal representation within USD 395 boundaries. We thoroughly checked our student information system and found no students that identify as Native American. Therefore, we are not able to reach out to any families regarding ESSER III funds.

## **Civil Rights Organization including Disability Rights Organizations**

Parents of children with disabilities are given the opportunity to participate via Site Council as well as public forum at each board meeting, work session or DLT meeting. We also reached out to our local Hays Co-op which provides all disability services for our district. Remote learning can be a significant barrier, especially for students with disabilities. To help restore some of the progress lost from remote learning, our WCKSEC (Hays co-op) provided valuable insight into strategies that may help our disability student gain some of their learning loss. Additional summer and after school programs are being discussed, as well as additional supports in the classroom. They have also added additional school psychologists, assistive technology where appropriate, and para-educators to give students with disabilities their best opportunity to achieve success. A school health officer (nurse) has also been added to our school district. Through our ESSER III application, USD 395 plans to incorporate several of the interventions mentioned previously to assist students with disabilities.

USD 395 attempted to make contact (phone call and email) with the ACLU of Kansas. To date we have not received a response from them. We also reached out to the Kansas NAACP civil rights organization. We did receive an email response from this organization. The following below is a direct quote (copy & paste) from their state legal redress chair T. J. Ingram.

Superintendent Keeley:

Thank you for contacting the Kansas NAACP State Conference regarding recommendations for ESSER III funds. Ms. Sandra Rankin is the Education Chairperson for the Kansas State Conference. I have included her in this email. She can assist you further with your request.

Lastly, attached is an event we are hosting on the 7th of February to assist students transitioning to college with disabilities. We would love to see your students at the event!

Kind Regards,  
TJ Ingram

T.J. Ingram (She/her/hers)  
State Legal Redress Chair  
Office 913-608-7961  
Web [www.kansasnaacp.org](http://www.kansasnaacp.org)  
Email [kslegalredress@gmail.com](mailto:kslegalredress@gmail.com)  
P.O. Box 21298, Wichita, Kansas 67208

USD 395 plans to send staff to this training on February 7th. We will then have our staff who have been trained/informed at this conference present the information to ALL staff on a professional development day.

Transition Planning: A Roadmap to

## Success for First-Time Incoming College (FTIC) Students with Disabilities

FEBRUARY 07, 2023, | 6:00 P.M. – 8:00 P.M.

[CLICK HERE FOR ZOOM MEETING REGISTRATION](#)

For students with disabilities, the transition from high school to college requires significant planning. Parents and students are often unaware that once a student reaches the postsecondary level, they are no longer supported by the Individuals with Disabilities Education Act (IDEA). Even more surprising for entering first-year students is that the guaranteed level of support afforded to students is significantly different under Section 504 and the Americans with Disabilities Act.

With no formal map designed to show how the K-12 education system connects to the postsecondary system, vocational rehabilitation system, workforce training, or independent services, the NAACP Kansas State Conference, in partnership with the Kansas State Department of Education, is providing an educational opportunity to learn more about transition planning.

Our panelists will tackle topics to include self-advocacy, goal setting, student-involved IEP planning, skill development for directed learning, service providers, documentation guidelines, access to rigorous coursework (setting the tone for a culture of high expectations), and student employment.

We will also make contact with Ms. Sandra Ranking, Education Chairperson for the Kansas State Conference to gain further insight in to the questions that were previous asked of this organization in regards to our students and school effectiveness.

We also recently have discovered that the Kansas Hispanic & Latino American Affairs Commission has put out a statement of the following; "I recently met with a group of Latino students who said if they could change one thing at their school, they would add a bilingual counselor".

Note: USD 395 does NOT have any student subgroups in English Learners, Children experiencing homelessness, children in foster care, migratory students, and children who are incarcerated.

Feedback supported the use of ESSER funds to:

Address learning loss. Safely keep schools open through contact tracing and mitigation. Improve air quality in the areas that are least able to social distance. Address social and emotional needs of 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**

Stakeholders from each of these groups are given the opportunity to participate via Site Council as well as public forum at each board of education meeting and board work session. The responses from the subgroup representing the interests of children with disabilities are stated below.

Note: USD 395 does NOT have any student subgroups in English Learners, Children experiencing homelessness, children in foster care, migratory students, and children who are incarcerated.

Feedback supported the use of ESSER funds to:

Additional supports in the classroom and specifically providing SPED staff with additional resources to effectively close the learning loss gap from remote learning due to Covid-19. Provide additional para-educators to support student learning and close the learning gaps revealed from remote learning.

Address learning loss. Safely keep schools open through contact tracing and mitigation. Improve air quality in the areas that are least able to social distance. Address social and emotional needs of students.

## **Provide the public the opportunity to provide input and take such input into account**

All members of the public are provided an opportunity to offer input during public forum at each board of education meeting and board work session. They also have the opportunity to share ideas to staff through emails and See-Saw. The staff would then bring and share the ideas to administration.

To further gain input from stakeholders, a community survey was posted on the district website to encourage community input. We only received 14 responses to the initial survey. The 14 were all parents in our district. We did however receive 18 staff responses and 12 student responses. The most requested items of the survey revealed encouragement to pursue after school tutoring programs, providing additional personnel for social/emotional needs (we did), updating curriculum and adding instructional materials & resources, and educational field trips. These have all been taken into consideration and are part of our ESSER III plan.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The hardest impact was during the initial shut down at the end of the 2019/2020 school year. It was difficult to provide students and family with an resemblance of traditional face to face classroom education even in our district which has a strong, progressive technology in place. Evidence suggests nearly all 282 students enrolled at USD 395 were impacted with no significant difference across special populations. Teacher observation data suggests that, of the 26 Kindergarten students in the 20/21 school year, those that did not receive PreK services were impacted more than students that did receive PreK services. This class came in 20-30% points below the typical Kindergarten class. Another big impact on our student body has been a huge increase in mental health issues. We have more students experiencing anxiety issues, suicidal thought, and more bullying is occurring because everyone is anxious.

Data from the 2021 Kansas State Assessments showed learning loss occurred at a greater degree in math than reading bus losses in both areas were noted. It also should be noted our learning losses were assumed less impactful than most districts, schools and students across the state since we continued remote learning and tracking absences just as if our kids were still in-person. Our parents, students and staff just did a wonderful job of staying with learning at the highest level possible!

**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)**

Funds will be used to hire an additional Kindergarten and First grade classroom teacher. This in turn is used to reduce class size to allow for social distancing but more importantly to address the impact on younger students by providing a more effective student to teacher ratio. We are also using funds to hire an additional teacher aid to help deliver individualized instruction to struggling learners. Additionally, funds will be used to purchase additional Tier 2/3 resources for intervention to help struggling students overcome academic gaps. The addition of a Student Support Worker (mental health professional) will greatly serve our students and help them overcome the many social/emotional issues created by having to isolate at home and remote learn. Summer school will also be provided to targeted students. Services will provide both remediation as well as extended learning opportunity in the areas of reading and math. Funds will also be used to offer an After School Homework Helpers program. This focus will be to provide academic support to those students who are behind or have limited adult help at home after school with academics.

**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 hire additional staff to assist with student learning loss and social/emotional issues. Purchasing technology that also enhances student learning (clear touch boards, etc) will also be incorporated. Finally, funds will be used to fund the extra time our teachers/staff are spending in their classrooms preparing and providing students in quarantine with learning opportunities.

**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.**

Academic gaps will be measured 3 times a year with local assessment benchmarks (Fastbridge, ACT Aspire and iReady), and on going progress monitoring assessments to ensure academic gaps are not overlooked and students are receiving the interventions they need. Also, Tier labeling and interventions will be discussed for all Tier 2/3 students (with emphasis on tier3) at all SIT meetings schedule quarterly. Progress monitoring will occur on a monthly basis between benchmark assessments. Both benchmark and progress monitoring will be used for all students in the district. Monthly updates will be provided to the USD 395 Board of Education on both the use of funds and the implementation of our ESSER plan.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$502,537	\$0	\$502,537	ESSER III Allocations	\$100,508
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$502,537	\$0	\$502,537	Amount Still Needed	\$100,508
In Review Total	\$502,537	\$0	\$502,537	In Review Total	\$139,000
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
395-3-0001	Direct	False	1000	110	10	\$50,000	Task Force Review
395-3-0002	Direct	False	1000	110	10	\$40,500	Task Force Review
395-3-0003	Direct	False	1000	110	12	\$157,500	Task Force Review
395-3-0004	Direct	True	1000	120	12	\$115,000	Task Force Review
395-3-0005	Direct	False	1000	110	16	\$20,000	Task Force Review
395-3-0006	Direct	False	1000	120	16	\$15,000	Task Force Review
395-3-0007	Direct	False	1000	735	9	\$20,000	Task Force Review
395-3-0008	Direct	False	1000	734	9	\$15,000	Task Force Review
395-3-0009	Direct	False	1000	734	9	\$20,537	Task Force Review
395-3-0010	Direct	True	1000	110	11B	\$15,000	Task Force Review
395-3-0011	Direct	True	1000	110	11A	\$9,000	Task Force Review
395-3-0012	Direct	False	1000	736	9	\$25,000	Task Force Review

## Line Item Details

Line Item ID: 395-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries

**Account Number**

28-000-1000-110

**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**

We hired a school social worker/counselor to help provide counseling and oversight of the mental well being of our students due to the impact of the Covid pandemic. These funds are used to help support the salary for this position. ESSER III funds will be for the 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>	\$50,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$50,000</u>
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**Status**

Task Force Review

Line Item ID: 395-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries

**Account Number**

28-000-1000-110

**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**

Esser III funding will be used to help support a portion of the salary for our Counselor position. This position helps provide counseling and guidance as well as oversight of the mental well being of our students due to the impact of the Covid pandemic. These funds will be used for the 2023-24 school year.

<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>	\$40,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$40,500</u>
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**Status**

Task Force Review

Line Item ID: 395-3-0003

**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**

Teacher Salaries

**Account Number**

28-000-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We hired an additional Kindergarten and first grade classroom teacher. This in return is used to reduce class size to allow for social distancing but more importantly to address the impact on younger students by providing a more effective student to teacher ratio. This will also allow for social distancing of the students in the classrooms by being able to split the classroom into 2 rooms. These funds will help support the salary of this additional teacher and be used for the 2021-22, 2022-23, 2023-24 school years.

<b>Budgeted Expenditures in SFY 2021</b>	\$51,500
<b>Budgeted Expenditures in SFY 2022</b>	\$52,500
<b>Budgeted Expenditures in SFY 2023</b>	\$53,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$157,500</u>

**Status**

Task Force Review

Line Item ID: 395-3-0004

**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**

Non-Certified Instructional Staff Salaries

**Account Number**

28-000-1000-120

**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**

Hiring of 2 additional teacher Aides to help with learning loss and also social distancing. The hiring of these aides provides an opportunity for a higher quality of one-on-one and small group intense intervention for students. This also allows for more support to the teaching staff. One position was hired in 2021 and the other in 2022. These funds will be used to help with the salaries for 2021-22, 2022-23, 2023-24 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$23,000
<b>Budgeted Expenditures in SFY 2022</b>	\$45,000
<b>Budgeted Expenditures in SFY 2023</b>	\$47,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$115,000</u>

**Status**

Task Force Review

Line Item ID: 395-3-0005

**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**

Teacher Salaries

**Account Number**

28-000-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention pay for all certified USD 395 staff. \*teachers With the stress of the pandemic and all the "extra" requirements for staff we are finding it difficult to find and keep quality staff. To help with this issue, we are providing a \$500 retention pay. This will help ensure that we continue to have quality staff and be able to maintain the current number of staff necessary to safely operate and provide quality learning given the staffing shortages found across the state. This retention pay has been board approved.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Task Force Review

Line Item ID: 395-3-0006

**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**

Non-Certified Staff

**Account Number**

28-000-1000-120

**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**

Retention pay for all classified USD 395 staff. With the stress of the pandemic and all the "extra" requirements for staff we are finding it difficult to find and keep quality staff. To help with this issue, we are providing a \$500 retention pay. This will help ensure that we continue to have quality staff and be able to maintain the current number of staff necessary to safely operate and provide quality learning given the staffing shortages found across the state. This retention pay has been board approved.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$15,000

**Status**

Task Force Review

Line Item ID: 395-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology

**Account Number**

28-000-1000-736

**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**

We are purchasing a SonicWall to help protect our data and improve our internet for remote learning as well as help support the need for extra learning opportunities for our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$20,000

**Status**

Task Force Review

Line Item ID: 395-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology

**Account Number**

28-000-1000-736

**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**

We will be using funds to help purchase upgrades to our internet connectivity. An access point is being added to each classroom to help with better connectivity for our one-on-one system that we are currently utilizing. Access points are needed in both the elementary and high school buildings. The usage of a one-on-one system has come about since Covid-19. Having good connectivity for our students and staff is essential to daily teaching and learning whether they are in the classroom or are learning remotely.

<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>	\$15,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$15,000
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**Status**

Task Force Review

Line Item ID: 395-3-0009

**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**

28-000-1000-736

**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**

We will be using funding to help pay for our technology support staff. Due to Covid 19 we have had to update and implement much needed technology. The support is needed to help provide instructional guidance to our staff as well as maintaining our technology system. Supporting student learning both in school and at home through more interactive technology and hardware. Also, assisting families with connectivity issues, tech support, etc.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$11,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$9,537
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$20,537
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**Status**

Task Force Review

Line Item ID: 395-3-0010

**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**

Teacher Salaries

**Account Number**

28-000-1000-120

**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**

We will be using funding to help pay for our "HomeworkHelper" afterschool program. This program is available for all students that are needing or wanting additional help with learning issues that have been accelerated due to the pandemic. These funds will pay for staff salary and extra supplies needed for the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$5,000
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,000</u>

**Status**

Task Force Review

Line Item ID: 395-3-0011

**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**

Teacher Salaries

**Account Number**

28-000-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funding will be used to help with our Jump Start Summer School Program. This will help pay for staffing salaries and extra supplies. This program helps students impacted by Covid 19 learning loss by providing additional support and opportunity for learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

Line Item ID: 395-3-0012



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology

**Account Number**

28-000-1000-736

**Function Code**

1000 - Instruction

**Object Code**

736 - Computers and Related Equipment (Including Software if bought as a package)

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be purchasing some new staff laptop computers and student laptop chromebooks. This technology is necessary to prepare the district for potential quarantine situations that may occur with both students and staff. This allows teachers and students to be able to interact and continue to learn in all environments.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0439

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>
Sedgwick Public Schools	400 W 4th St, Sedgwick, KS 671351559	PO Box K, Sedgwick, KS 671351559
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Greg Lehr	glehr@usd439.com	(316) 772-5783

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Rebecca Taylor	Board Clerk	rtaylor@usd439.com	(316) 772-5783

## 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.usd439.com/site/handlers/filedownload.ashx?moduleinstanceid=5359&dataid=15819&FileName=Sedgwick%20Public%20Schools%20Operational%20Plan%2022-23.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 used to keep the spread of COVID and the loss of learning time by ensuring that things are cleaned sufficiently for students and staff. We continue to utilize machines purchased through ESSER funds, including machines that spray disinfectant on various surfaces. We are also continuing to assign seats to students during many classes and lunch periods to help mitigate the virus's spread and track students if necessary. We will continue to replace filters on HVAC machines as often as necessary and ensure that all maintenance is completed on time to ensure proper operation.

## 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 students were questioned in person regarding what they felt was needed in terms of ESSER funds. I spoke with small groups of students about this. The number of students was around 20 students. They were also given the same survey that was given to all stakeholders.

As we put together our ESSER plan, we wanted to ensure that we got feedback in various ways from our student stakeholders. Students were surveyed, and groups were questioned to help us determine our most significant area of need. Getting students' opinions was incredibly important, and their feedback is critical to ensure we have what we need for pandemic-related instruction and support. The suggestions below received the most interest from our USD 439 students:

- Improvements to technology (connectivity, hardware, software)
- Update student technology devices (Chromebooks, iPads, laptops, etc.)
- After-school programs and tutoring

We developed our ESSER plan with these thoughts in mind, which is reflected in our plan. The items in our ESSER plan that are directly tied to these suggestions are:

- Upgrading our technology equipment (document cameras, Newline boards, mini-PCs, etc.)
- Replacing our outdated Chromebooks
- Continuing our after-school programs at both the elementary and secondary levels.

## **Families**

We had 62 people total respond to our survey and 51 people that represented a family in USD 439.

Our ESSER support plan was developed by working with families in the USD 439 school district. We utilized parent and community surveys and spoke with our building and district leadership teams. Through the various surveys and conversations, it was clear that our families wanted the following items on our ESSER plan:

- Additional staff to provide support for academic learning loss
- After-school programs and tutoring
- Provide summer learning opportunities

You will see that these suggestions from parents are reflected in the plan we developed. The items that are directly tied to these suggestions are:

- Professional development for our staff to support academic learning loss
- Continuing our after-school programs at both elementary and secondary levels.
- Continuing our summer school programs.

## **School and District Administrators including Special Education Administration**

Our survey was shared with multiple groups to get responses from them. I have personally had conversations with multiple special education administrators regarding our needs or USD 439. The results of these conversations fall in line with what we are asking for in our ESSER III plans. Most of the conversations have focused on having additional staff to help with the increasing level of need that our students demonstrate. By having additional tools, such as Chromebooks, we feel we can meet the needs in a different way other than having to add personnel.

The administrative team in USD 439 has met consistently to look at the needs of our students and staff at all levels. We looked at survey data from our various stakeholder groups and the input these groups gave at the various focus group meetings. In looking at all of this data and information, our administrative team has decided that the most important areas to address in the district for our ESSER plan are the following:

- After-school programs and tutoring
- Updating student technology devices (Chromebooks, iPads, laptops, etc.)
- Additional staff to provide support for academic learning loss

This group's information played an important role in creating our ESSER plan. The ways our ESSER plan is addressing these needs are:

- Continuing our after-school programs at both elementary and secondary levels.
- Replacing our outdated Chromebooks
- Professional development for our staff to support academic learning loss

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

I have met with our Sedgwick NEA reps monthly this school year. Given the fact that I took over leadership of USD 439, our conversations have not only included how to spend ESSER funds but also funds for the entire district. We have a variety of needs in our district and through our conversations, these were the top needs. The survey that was given was also taken by two union members who said that additional staff, after-school programs and tutoring, and social-emotional help were also high. Based on all of the conversations and survey data the areas below were identified as the most pressing needs.

Our ESSER plan was developed through a collaborative effort involving several stakeholders. These included our USD 439 staff, students, parents, and administration. The plan is intended to meet the needs of our USD 439 students and staff. It reflects all the conversations in addition to the surveys given. Some of the highlights of the various groups include the following:

- Additional instructional time for students
- After-school programs and tutoring
- Additional staff to provide support for academic learning loss

Our USD 439 ESSER plan was created with this information in mind. It addresses these needs in the following way:

- Continuing our after-school programs at both elementary and secondary levels.
- Professional development for our staff to support academic learning loss

### **Tribes**

Our families that identify as Native Americans had an opportunity to complete the survey. We have four families who identify as this. I did have a conversation with one of these people that identified their students as Native American and we discussed how we should utilize ESSER funds. They were in favor of social-emotional support but generally anything that helps educate our students.

The survey sent to USD 439 community members, staff members, and students about the user of ESSER III funds did not have anyone from the community identify themselves as a member of a tribe. We also do not have any federally or state-recognized tribes within our boundaries based on the Department of the Interiors website and the National Congress of American Indians' website.

Our goal in the surveys and focus groups was to get as much input as possible from the abovementioned groups. COVID impacted our entire community and school district, no matter the group. The community had the opportunity to respond to the use of ESSER funds whether they have students in the district or not have students in the district. We do not doubt that if people from tribal groups responded to our survey that they would have the same perspective as the other groups that were a part of the response.

### **Civil Rights Organization including Disability Rights Organizations**

I reached out to the Disability Rights Center of Kansas and I have yet to hear back from them.

The survey sent to our USD 439 patrons allowed the person completing the survey to select whether or not they were affiliated with any civil rights or disability rights organization. None of our patrons selected that they were a part of any of these organizations.

I know other school districts have reached out to the American Civil Liberties Union (ACLU) in Mission, KS, to get feedback on their ESSER funds. Other school districts have told me that these organizations will not comment on how to spend ESSER funds other than recommending the district has resources to ensure that our staff is trained and serves all students, regardless of their disability. They also recommended looking at the ACLU's Know Your Rights, the Cops and No Counselors report, and the Learning for Justice resources. These resources will help us utilize our ESSER funds and ensure that we meet all students' needs.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We had 14 people complete our survey that represented the interests of children with disabilities. The information below came from the 14 people that completed the survey that represented this subgroup. We do not have any subgroups for the other groups that are listed.

Making sure that we meet the needs of all our students is a top priority in USD 439. However, we also know that sometimes the students that are the most at-risk are also the ones that fall through the cracks. We conducted surveys and talked with several people about what should be included in our ESSER plan. These conversations and surveys show what was determined to be the most needed in Sedgwick.

- After-school programs and tutoring
- Additional staff to provide support for academic learning loss
- Additional instructional time for students

In the ESSER plan we developed, the following pieces will address these needs in this way:

- Continuing our after-school programs at both elementary and secondary levels.
- Professional development for our staff to support academic learning loss
- Continuing our after-school programs at both elementary and secondary levels.

### **Provide the public the opportunity to provide input and take such input into account**

We had 62 people respond to our survey that are parents, community members, teachers and students.

We have provided multiple opportunities for stakeholders to give input on our ESSER plan. The plan was presented at our January 2022 school board meeting, and the survey results have been shared with our community. People have had opportunities to share not only through the surveys but also through different groups such as site councils and community groups. The community has supported many programs that have started due to ESSER funds. Our Cardinal Boost program at the elementary school and Extended Day Learning program at the junior high/high school continue to be supported by our families. Cardinal Boost is an opportunity to extend learning for our students on skills they may be missing. Extended Day Learning is an opportunity for students to work with teachers on homework or any skill they struggle with after school.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

There are many different ways that Covid-19 has had an impact on USD 439 students and staff. While we get further away from March 2020, the impact is still felt in many ways. While the cost impact has been felt by our students and staff, the use of ESSER funds has helped minimize the burden that has been felt. ESSER funds have helped in many ways to help us create and sustain programs that help with the learning loss experience through Covid-19.

We have seen a drop in Kansas State Assessment scores in the last few years. In the spring of 2019, 62% of our students in grades three through high school were in categories one and two on the Kansas State Math Assessment. With the 2022 Kansas State Assessment scores, this number has grown to over 66%. While four percent doesn't seem like a big difference, our English/Language Assessment scores were the most concerning. In 2019, over 51% of our students scored a one or a two on the ELA assessment, and in 2022 that number increased to 60%. Until the 2019 school year, our scores were pretty consistent regarding students who scored in categories one and two. Regarding Fastbridge data, the academic screener we use for math and reading is still not at 80% in terms of low risk. The money we receive through ESSER will continue to help teachers work on explicit instruction. This year we brought in a Kagan Cooperative Learning trainer and continue working with our teachers on actively engaging our students.

The emotional impact on our students has been huge. Our behaviors have increased in the past few years, and many of our students have had to deal with issues in terms of learning loss and emotional impact. We are using our ESSER funds to create a new college and career counselor to help with the increased need of our students. This will allow our counselor at the junior high/high school to focus on the social-emotional well-being of our students and allow the other counselor to focus on college and career-ready skills.

Regarding the impact Covid has had on various subgroups, we have seen a decrease from 67.5% in categories one and two on the Kansas State English/Language Arts Assessment from our special education students. These scores fell to 83% in categories one and two on the 2022 assessment, a decrease of about 13%. We are continuing to address this as we look and use our ESSER funds to help fund special programs that will help with this data.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Over 20% of our ESSER funds will address the impact of lost instructional time by using various programs created by ESSER funding. Our Cardinal Boost program at our elementary school was created with the hope of closing gaps that were caused by Covid-19. Cardinal Boost takes place after school, and we use part of our ESSER funds to compensate our teachers who teach these lessons. We use data from our FastBridge screener to help identify these students and use different diagnostic testing pieces to work on areas where they struggle.

We have also created a junior high/high school program called extended day learning (EDL). We also use ESSER funds to help pay for teacher salaries for this program. Students are identified by teachers to stay for EDL through either homework completion or skills they need, as determined by various academic screeners and diagnostic tests. If students have certain grades, they are required to stay for EDL, and anyone who participates in an activity must stay for EDL if they do not meet the KSHSAA eligibility requirements. This program has been a welcome addition for many of our families.

We offered a summer learning program to all our students this past summer. For elementary students, they took Fastbridge scores and had students come and work on skills where they struggled. This was also the case for both our junior high students and some of our high school students. Teachers referred students that struggled with our FastBridge academic screener and within the classroom. However, our high school students also took summer school classes focused on credit recovery to help ensure that we have 100% of our students graduate on time.

It's also been well established with evidence that the teacher is the key to student learning. We wanted to focus on giving our teachers the training and professional development needed to impact our students' learning. Our teachers are currently being trained in Kagan Cooperative Learning, which has a tremendous amount of evidence to support using it in the classroom.

### **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 utilized in different ways. We are allocating a portion of the money to hire a College and Career Ready Counselor. This person will work with our students to ensure that they are not only ready for college but also that if they don't attend college, they plan to be successful in the future. This hire should also free up our counselor to work with our students on the many social/emotional issues that continue to be a concern. Our goal for each student is to ensure that they are academically prepared for postsecondary, no matter what that might be. We also want each student at the secondary level to have an individual plan of study that helps them get ready for success after high school. We are confident that this position will do just that.

We will also use a portion of the money to give our staff one-time bonuses. The hope is that this money can help with the inflation that is going on in the country and also a small reward to help show them how much we value their work and everything they've done to help our kids during this difficult time. While we know educators do not get into the field of education for the money, we hope that this small payment will show how much we appreciate them.

We are also looking at purchasing new software to help mitigate the spread of contagious viruses and streamline our systems. We do everything via paper regarding leave requests, employee portals, and budgetary. By purchasing our Skyward software, the software will allow us to complete work that will no longer require exchanging documents and limit the number of face-to-face interactions, which will, in turn, help prevent Covid. Our staff must physically speak to a representative from the district office to access this information currently. The Skyward system also has the ability to grade in different manners and communicate with our families. The system we use now can be somewhat cumbersome for our staff. The Skyward system will help make communication for our families, which is a definite benefit in case another pandemic occurs.

**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 the ESSER funding will need to be continually monitored to ensure that we use it effectively. We will continue using our Fastbridge benchmark data and progress monitoring data to ensure that we meet our student's academic needs. We will also use the summative scores associated with the Kansas State Assessments to ensure that we do everything we need to do with our students academically. We will also use data from our IXL or International Excel in Learning data to ensure students are progressing the way they need.

Regarding our student's social-emotional well-being, we will have our staff take the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) three times each year, in the fall, winter, and spring. We will have our students that are in grades sixth, eighth, tenth, and twelfth take the Kansas Communities that Cares (KCTC) survey. We will also look at truancy rates, attendance rates, behavior referrals, and grades when looking at individual students.

When looking at all this data, we will look at the whole grade level and any subgroups associated with those grade levels. We will look at students from low-income families, students of color, children with disabilities, and homeless students. We will do our best to triangulate the data and ensure that students are not being grouped based on just one data point but on multiple indicators through our screeners and diagnostics assessments, whether those are academic in nature or something relating to their social-emotional health. Through all of these methods, we should see improvement in our student's grades, graduation rate, and post-secondary effectiveness rate.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$384,807	\$0	\$384,807	ESSER III Allocations	\$76,962
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$384,807	\$0	\$384,807	Amount Still Needed	\$76,962
In Review Total	\$384,807	\$0	\$384,807	In Review Total	\$110,700
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
439-3-0001	Direct	True	1000	650	12	\$8,000	Task Force Review
439-3-0004	Direct	False	2100	110	16	\$113,000	Task Force Review
439-3-0005	Direct	True	1000	112	12	\$36,000	Task Force Review
439-3-0006	Direct	True	1000	113	12	\$23,000	Task Force Review
439-3-0007	Direct	True	1000	111	11A	\$10,700	Task Force Review
439-3-0008	Direct	True	1000	111	11A	\$5,000	Task Force Review
439-3-0009	Direct	False	2200	329	10	\$3,107	Task Force Review
439-3-0010	Direct	False	2300	735	16	\$60,000	Task Force Review
439-3-0011	Direct	True	2200	329	12	\$10,000	Task Force Review
439-3-0012	Direct	True	1000	111	12	\$10,000	Task Force Review
439-3-0013	Direct	False	1000	736	9	\$45,000	Task Force Review
439-3-0014	Direct	False	1000	736	9	\$11,000	Task Force Review
439-3-0015	Direct	False	1000	150	16	\$32,000	Task Force Review
439-3-0016	Direct	False	2100	610	7	\$1,000	Task Force Review
439-3-0017	Direct	False	2100	733	16	\$5,000	Task Force Review
439-3-0018	Direct	True	1000	650	12	\$8,000	Task Force Review
439-3-0019	Direct	False	1000	650	10	\$4,000	Task Force Review

## Line Item Details

Line Item ID: 439-3-0001

**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**

Educational Technology

**Account Number**

98-1000-650-3

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will continue to purchase educational technologies to help with learning loss. This includes renewing our IXL subscription for math and reading. We also will utilize these funds to renew our Reflex math program that works on fact fluency with our students. We know that interactive technologies can help engage our students, especially those from low-income families and those children with disabilities. The ability to grab a student's attention and hook them into learning is a key aspect as to why we utilize educational technologies. They have the ability to meet students at their level which is very beneficial for our special education students. These programs also offer Spanish versions, which will help with our ELL population.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$8,000
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**Status**

Task Force Review

Line Item ID: 439-3-0004

**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**

Counselor's Salary

**Account Number**

98-2100-110-3-0

**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**

We have added an additional counselor to our staff to focus on career readiness for our students. This has allowed our other counselor to focus more on the social/emotional side with our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$55,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$58,000
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<b>Total Expenditures</b>	\$113,000
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**Status**

Task Force Review

Line Item ID: 439-3-0005

**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**

Cardinal Boost Salary

**Account Number**

98-1000-112-3-0

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This money will be utilized for after-school tutoring for our elementary students. We will continue to support our students learning through highly trained substitutes on staff. This practice began with previous ESSER funds and ensures continuity of services.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$26,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$36,000</u>

**Status**

Task Force Review

Line Item ID: 439-3-0006

**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**

Ext Day Learning Salary

**Account Number**

98-1000-113-3-0

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will utilize these funds for after-school tutoring for our secondary education students. We will use these funds to support our at-risk students, learning loss remediation, credit recovery, and summer materials. We will also utilize this money for transportation as needed. This will allow all of our students to remediate learning loss regardless of background. Many of our students from low-income families do not have the materials needed to help them be successful and purchasing these resources will help them with that instruction. We also know that special education students may struggle with learning and this after-school tutoring can help them be more successful.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$13,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$23,000</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**

Extra Teach Duties

**Account Number**

98-1000-111-3-0

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer learning program for our elementary students. We offered a summer learning program to all our students this past summer. For elementary students, they took Fastbridge scores and had students come and work on skills where they struggled. This was also the case for both our junior high students and some of our high school students. Teachers referred students that struggled with our FastBridge academic screener and within the classroom. However, our high school students also took summer school classes focused on credit recovery to help ensure that we have 100% of our students graduate on time. Summer school allows us to reach low-income students and also students with disabilities who experience learning loss over the summer. These funds allow us to make sure we can meet our student's needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$10,700
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,700</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**

Extra Teach Duties

**Account Number**

98-1000-111-3-0

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer learning opportunities for our secondary students. We offered a summer learning program to all our students this past summer. For elementary students, they took Fastbridge scores and had students come and work on skills where they struggled. This was also the case for both our junior high students and some of our high school students. Teachers referred students that struggled with our FastBridge academic screener and within the classroom. However, our high school students also took summer school classes focused on credit recovery to help ensure that we have 100% of our students graduate on time. We know that children with disabilities and students from low-income households do not always get summer learning and this program allows us to still engage our students over the summer and help prevent the summer slide that occurs for many of our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$5,000
<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>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 439-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Development

**Account Number**

98-2200-580-3

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

329 - Other Professional Educational Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

With Covid-19 we know that many of our students need additional social-emotional support. With the addition of a career counselor, this money will be utilized for trainings for not only our counselor but also our teachers. Part of this money has already been used to attend a Building Resilience training for teachers in Kansas City to come back and share with our staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$2,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,107
<b>Total Expenditures</b>	<u>\$3,107</u>

**Status**

Task Force Review

Line Item ID: 439-3-0010

**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**

Technology Software

**Account Number**

98-2300-650-3

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

735 - Technology -Related 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**

Streamlining services to improve efficiency and effectiveness when it comes to operations. These fees include implementing the Skyward system and any training associated with it. This system will allow us to better communicate with families when it comes to not only academic progress but also general happenings within the school district. This money will also help to make us more efficient with our teachers and office staff as everything will now be in one centralized system.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Task Force Review

Line Item ID: 439-3-0011

**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**

Professional Development

**Account Number**

98-2200-580-3

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

329 - Other Professional Educational Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will utilize this money to invest in professional development for our staff to deal with learning loss. We have been going through Kagan Cooperative Learning training to help with this need. John Hattie has a 0.4 effect size of cooperative learning, which is above the "hinge point" he discusses as getting the most bang for the buck in teaching and learning. Cooperative Learning also helps our teachers build better relationships with our students, which we know will impact our students from low-income families. The strategies can also help our ELL students in that they will have to actively engage in the learning and not just sit and listen to the teacher, which will help them practice the communication skills needed to be successful. We will continue to invest in this type of professional development for our students and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$2,500
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

Line Item ID: 439-3-0012

**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**

Extra Teach Duties

**Account Number**

98-1000-111-3-0

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will continue to utilize these funds to help with our Extended Day Learning Program and also our Cardinal Connect and summer school programs. These programs are designed to help all students, regardless of background, be successful inside and outside the classroom. Research shows that the connection between students and teachers is critical to success for all students but especially our low-income families. Extended Day Learning will help us build those connections with students while also working on skills they need. This program will also help our families who may be experiencing housing issues or transportation issues by allowing their students to work until they are able to get them at 5 p.m.

<b>Budgeted Expenditures in SFY 2021</b>	\$2,500
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

Line Item ID: 439-3-0013



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Equipment

**Account Number**

98-1000-730-3-0

**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**

At this point, our Chromebooks are five years old and need to be replaced. We currently have a quote for \$231.30 for Chromebooks and was going to purchase approximately 65 Chromebooks to be replaced. Our old Chromebooks do not have cameras for remote learning and additional inputs for additional hardware for remote learning. This should replace two grade levels.

<b>Budgeted Expenditures in SFY 2021</b>	\$15,000
<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>	\$45,000

**Status**

Task Force Review

Line Item ID: 439-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Equipment

**Account Number**

98-1000-730-3-0

**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**

We will purchase items such as NewLine Interactive Touch Display boards for our staff to ensure they have the tools to actively engage our students. We have used projectors in the past but they did not have the proper inputs for webcams and other remote tools for our students and teachers. The NewLine boards will help us if remote learning is necessary. We will also continue to invest in laptops to ensure good communication lines between our staff and our families.

<b>Budgeted Expenditures in SFY 2021</b>	\$5,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$11,000

**Status**

Task Force Review

Line Item ID: 439-3-0015

**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**

98-1000-110-3-0

**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**

This money will be utilized to provide premium pay for our staff. At this time, we are undetermined how much of a premium pay bonus every staff member will receive. With approximately 87 staff members it would work out to about \$367 per employee. However, the exact number is yet to be determined based on other funds that could potentially be available.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$32,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$32,000</u>

**Status**

Task Force Review

Line Item ID: 439-3-0016

**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**

Health Supplies

**Account Number**

98-2100-610-3-0

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Personal protective equipment for staff

<b>Budgeted Expenditures in SFY 2021</b>	\$1,000
<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>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 439-3-0017

**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**

Health Equipment

**Account Number**

98-2100-730-3-0

**Function Code**

2100 - Support Services (Students)

**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**

Additional furniture and equipment were needed to deal with the amount of paperwork associated with the Covid-19 pandemic. This furniture and equipment will be used to store records and make spaces more efficient when dealing with students and staff who may have been exposed to Covid-19. We plan to spend approximately \$2,000 on a desk along with \$1000 for fireproof fire cabinets. The remaining money will be used to install new shelving and purchase a new laptop to help with the management of documents for our nurse.

<b>Budgeted Expenditures in SFY 2021</b>	\$5,000
<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>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 439-3-0018

**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**

Educational Technology

**Account Number**

98-1000-650-3

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will utilize this money to help with our IXL renewal, which is \$4500 but also help us with the Fastbridge renewal and our Reflex math renewal which are more than the \$8000 that is allocated here. Both IXL and Reflex allow us to meet students at their learning level, which is beneficial for all students but especially those that struggle. The FastBridge screening software also allows us to see exactly where a student is, whether student comes from a low-income family or is an ELL student, and we can differentiate our intervention to help meet the needs of all students, regardless of background.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Task Force Review

Line Item ID: 439-3-0019

**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**

Educational Technology

**Account Number**

98-1000-650-3

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This money will be utilized to continue to help with communication with our families to help bridge that connection between home and school. It will be used to renew our Seesaw account. The money will also potentially be used to host a school/home connection fair where families learn strategies to help bridge the gap between the school and home. Research shows that the connection between our low-income families is typically not the strongest, and having this fair would allow us to build a connection with these low-income families. We know that many of our low-income families also do not have a learning device at home, and getting software at home to communicate via phone allows our families to see how their students are progressing.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,500
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0449

**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>
Easton	32502 Easton Rd, Easton, KS 66020	32502 Easton Rd, Easton, KS 66020
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Tim Beying	tbeying@easton449.org	(913) 651-9740

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tim Beying	Superintendent	tbeying@easton449.org	(913) 651-9740

## 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.easton449.org/42140?articleID=78642>

## 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 449 purchased ionized sprayers and vital oxide in order to provide daily/hourly cleaning on desks, tables, chairs, door handles, water fountains, bus seats, etc... In 2020, when we were highly focused mitigating the spread of COVID-19, we spaced student desks, provided for one-way hallways, served meals in class where students were spaced or provided dividers and extra space in lunch rooms, and were masked. Our district began in-person school in the fall of 2020 and have been in school since that time. We found masking, as required by the County, and teaching students about mitigation strategies helped to keep our schools open. Even here late in 2022 our community shows support for our schools by keeping students home who are not feeling well.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The superintendent met with a diverse group of high school and middle school student representatives to discuss the proposed ESSER III plan and to receive their feedback. Through these conversations with 10% of the student body, representing all sub-groups of students to include students with disabilities and at-risk students, the ESSER III plan was reviewed. Students offered their opinions on the plan and both recommended and critiqued other potential options to be included. Students astutely pointed out that, for our school, after school tutoring is not a strong option as there are such a high percentage of students who participate in after school activities or work after school. Students did offer an idea for getting students extra help during the school day. Pleasant Ridge High School student representatives voiced their support for addressing learning loss by employing Learning Recovery Aides in all schools K-12, acknowledging that the credit recovery program at PRHS had helped students that they knew to recover credits lost during remote learning or quarantines, and agreeing that elementary-age students would benefit from summer programs as their early reading instruction had been so disrupted by the pandemic and associated stressors. Our ESSER III plan has taken into consideration the ideas of our high school students.

## **Families**

The district conducted a survey of parents and patrons in March of 2022. As part of this survey, respondents were asked to rank interventions or programs that might be valuable to our students in overcoming learning loss. Parents and patrons received the survey via email and it was posted on the district website. One hundred fifty-nine (159) respondents provided feedback on priorities for our district. Participants ranked Social Emotional Resources (72%) as the top priority for our students. Our community also ranked Summer Learning (57%) as an important piece of our plan. Our district immediately made Social Emotional resources available on the district website for students, families, and patrons to access and hired an additional social worker through another funding source to make services available immediately. Further, the district hosted summer school for elementary school students and provided a program for credit recovery for secondary students. In a follow-up District Site Council Meeting, held on December 1, 2022, ESSER III funding plans were reviewed to seek SITE Council feedback. Funding, as listed, was supported. The District SITE Council also provided recommendations for USD 449 to support Retention and Recruitment funding in order maintain high levels of staff retention moving forward. SITE Council members also valued the continuation of Learning Recovery Aides in order to overcome learning loss.

## **School and District Administrators including Special Education Administration**

All administrators (4) 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. They've taken an active role in the process. The three building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expend these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: Learning Recovery Aides at all levels K-12 to support students as they recover from learning loss, Summer School program for students in early grades who were greatly impacted during a critical time in their reading journey, recruitment / retention pay for all staff to help assure that our students have the best possible staffing to support a healthy / positive learning environment, additional curriculums to increase student and family engagement. 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**

The school district worked directly with our teachers in site council meetings and through formal and informal individual meetings. Due to the extreme challenge of keeping trained staff members and support staff during the Pandemic, there was unanimous support for recruitment / retention payments to maintain the operations of the school district. This agreement was agreed upon by the Board of Education in December 2022 to assist in maintaining the current staff. The district also included classified staff to gain valuable input on how to assist school operations during the pandemic. There were a variety of thoughts offered. Some ideas of how to expend ESSER III money included but were not limited to: Add another school social worker to support the social-emotional needs of our students due to the effects of the Pandemic. Provide additional intervention curriculum. Provide Chromebook for students in case of remote learning.

In a meeting between the superintendent and the Easton NEA bargaining unit leadership, union leadership commented that they felt "great" about proposed expenditures including additional staff for working with students, summer STEM programs at the elementary school, credit recovery at the high school, and teacher support through the addition of an instructional coach. Union members also felt "fortunate" to be partnering with the district to provide Retention and Recruitment pay of \$1,500 for all district staff.

## **Tribes**

Although the district is unaware of any Tribal residents in the community, we have sought feedback from the Native American community. All parents, patrons, or community members have had the opportunity to take part in our March 2022 survey. USD 449 also mailed letters with self-addressed stamped envelopes to both the Prairie Band Potawatomi Nation and the Kickapoo Tribe of Kansas seeking input on programs or interventions that they felt would benefit members of the Native American community. We received a response from the Prairie Band Potawatomi Nation that gave no specific responses for us to consider.

## **Civil Rights Organization including Disability Rights Organizations**

A letter and self-addressed stamped envelope was mailed to the Disability Rights Center of Kansas to Mr. Lane Williams. Mr. Williams responded to our questionnaire by selecting all eight programs or interventions that were mentioned to help promote student learning and aid in overcoming learning loss. In addition, Mr. Williams wrote a lengthy response to our request for information. On behalf of the Disability Rights Center of Kansas, Mr. Williams stated, "The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally prior to the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs, after school tutoring, additional technology, and behavioral health services are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic." A similar letter, mailed by USD 449 to the Statewide Independent Living Council of Kansas also yielded a response. The Independent Living Council of Kansas recommended additional support staff for academic intervention, additional behavioral support and interventions, and expanded social and emotional learning and mental health services. Through our ESSER III application, USD 449 plans to incorporate several of the interventions to assist students with disabilities including additional in-class support for academic intervention, summer school programs, and expanded social and emotional learning and mental health services.

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**



USD 449 does not currently have any students who are English Language Learners, who are Migratory students, students who are experiencing homelessness, students who are in foster care, or students who are incarcerated. The district has, however, reached out to two groups (Kansas Actions for Children and the Kansas Council on Developmental Disabilities) for feedback through a survey mailed with a self-addressed stamped envelope. Kansas Actions for Children responded on behalf of the individuals they represent: "Additional behavioral support and interventions, Expanded Social and Emotional learning and mental health services, and Offering more teacher professional development to support teacher growth would be valuable." You will find these, and similar, recommendations in our ESSER III plan.

The superintendent sought the input of district special education teachers. These teachers voiced strong support for the interventionists to teach Tier 2 and Tier 3 students in Reading and Math as provided for in the district ESSER III plan. Special Education teachers also expressed their support for the recruitment / retention pay as a way to keep the staffing we currently have in place and to attract new qualified teachers for students with disabilities. Special education teachers, and thereby special education students, will benefit through high quality instructional coaching and through recruitment and retention efforts.

A focus group of special education parents was interviewed concerning ESSER III funding and how they felt their students' needs would be met. Below are a few comments gathered directly from those parent representatives:

\*I think the proposed plans are a good way to make up for lost learning as a parent, I know my daughter has benefited from the summer school for sure.

\*As a parent, I feel these expenditures do meet the needs of our students to make up for lost learning. The summer school curriculum and staffing is a way to provide extra time and support for students to work on lost learning and retaining skills and concepts over the summer break. The learning recovery aids and credit recovery for all buildings then also works to support the students in recovering lost learning and providing support towards academic success. The expanded work with an instructional coach to support teachers will aid in teachers receiving additional support and resources used to work towards strengthening students academic skills and work on filling in lost learning gaps. The recruitment and retention pay helps keep the highly qualified staff members we have in the district which then allows students to receive the instruction they need to make up for lost learning. Therefore, as a parent I feel these are valuable uses of the ESSER funds.

\*I feel that the expenditures are meeting the needs of the students and are helping reduce the amount of learning loss that has taken place. I do think that aides have benefited several students.

### **Provide the public the opportunity to provide input and take such input into account**

The district conducted a parent / patron survey in March 2022. This survey was emailed out to parents and available on the district website to encourage community input. Easton USD 449 received 159 responses to the survey. The results of this survey showed that our constituents promoted social emotional learning and mental health services at 72%...the highest in our poll. Further, our community saw summer learning as an important investment in making up for learning loss. Another valuable commitment that will be observed in our ESSER III plan will be to provide staff to support academic intervention. On December 1st, 2022 these recommendations were codified during a meeting of the District SITE Council made up of parents, local business representatives, and school district leaders.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

COVID-19 had a substantial impact on our students during the spring of 2020 when schools were shut down and students were forced to work remotely. During this time we had students, of all sub-groups, who did fine. Unfortunately, we had 30-35 percent of students who did not take part in remote learning. For them, education essentially stopped in March 2020. We found that many of those students were students with disabilities or those from families where there was a lack of internet or a lack of parental support for remote learning. In order to support students who lacked internet access, we hand-delivered lessons provided by their teacher as we were running meal routes at noon each day. While this assisted our families, it was not one hundred percent effective in helping all students to take part.

In 2021 our buildings reopened on time and have not been closed since. Schools were required by the County Health Department to remain masked in Leavenworth County until November 2021. Many, but not all of our students returned to school during the 21-22 school year. We added, through ESSER and other revenues, additional teaching staff and additional social work assistance at a cost of nearly \$125,000. Local benchmarking scores indicate that students were averaging approximately a half-year delay in reading skills. Early grade students showed significant delays in school readiness compared to previous-year peers.

**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)**

Easton USD 449 will use the ESSER III funds allotted to learning loss in several ways. We expect to use \$150,000 over 22-23 and 23-24 to provide learning recovery aides to serve all grades. Students are determined to be eligible for services with our learning recovery aides if their benchmarking and progress monitoring scores are not improving or if students are not progressing sufficiently at the secondary level to be on track to graduate. These services are provided in small-group or individual sessions working directly with staff members in programs such as Reading Recovery, for young readers, or Edgenuity, for HS credit recovery candidates whose learning loss over COVID-19 has left them off-track for HS graduation. In addition, we are budgeting \$28,000 for summer learning opportunities. We have found small-group work during the summer to be effective during the summer. These extended year services are often taught through high-interest, hands-on activities that engage students. We provide transportation during summer school programs so that no child, regardless of their poverty status, etc... will be excluded.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 449 will be providing Recruitment and Retention pay for staff who have joined or remained on our staff. The Board of Education is budgeting \$185,000 for this in an effort to maintain the staff members we have in place. We have had a number of jobs (including teachers, custodians, bus drivers, para-professionals, and school nurses) that have gone unfilled because of a lack of ANY candidates. Hiring and training new staff is very expensive so we are trying to avoid staffing turnover as best we can.

We will also be joining the Greenbush Instructional Coaching Consortium to help increase job satisfaction for teachers and to give them a wider base of instructional strategies from which to draw. USD 449 took part in this instructional coaching program previously and found the results to be very promising. We will be expanding our use of this service to all three buildings in 23-24 at a cost of \$18,000.

In early 2022 we transitioned our financials to the cloud through AptaFund. This transition made it possible for staff to continue to keep the business office open even if we had staff who were sick or quarantined. We will pay our yearly charge to maintain that program for approximately \$5,700.

We will pay a district subscription for the REMIND software. REMIND has allowed our staff to maintain better contact with our community. We have found, during the pandemic, that it can be very hard to maintain communication with students and families. REMIND helps us to do that and also serves as a way to track messages being sent and received between staff and others.

**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 449 will assess the effectiveness of our interventions based on the progress monitoring of our evidence based practices. Students, including those from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students are benchmarked three times each year. More importantly, they are progress-monitored much more regularly to determine if their skills are improving. Students failing to show improvement will have their program changed by giving them a smaller group, more time, or a more intense intervention.

The district has also hired an additional social worker to allow more time for students to benefit from social emotional support. Any student needing support has it available to them in the district. This additional social worker was funded through another funding stream and we would have added additional supports if we had been able to find another staff member to fill that role.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$396,453	\$0	\$396,453	ESSER III Allocations	\$79,291
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$396,453	\$0	\$396,453	Amount Still Needed	\$79,291
In Review Total	\$392,482	\$0	\$392,482	In Review Total	\$196,482
Amount Left	\$3,971	\$0	\$3,971	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
449-3-0001	Direct	True	1000	120	12	\$45,596	Task Force Review
449-3-0002	Direct	True	1000	200	12	\$9,286	Task Force Review
449-3-0003	Direct	True	1000	120	12	\$38,000	Task Force Review
449-3-0004	Direct	True	1000	200	12	\$8,800	Task Force Review
449-3-0005	Direct	False	1000	110	16	\$196,000	Task Force Review
449-3-0006	Direct	True	1000	110	11A	\$34,800	Task Force Review
449-3-0007	Direct	True	1000	300	12	\$18,000	Task Force Review
449-3-0008	Direct	True	1000	600	11A	\$42,000	Task Force Review

## Line Item Details

Line Item ID: 449-3-0001

**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**

07-1000-123-03-00

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide full time credit recovery aide to assist high school students make up for lost learning due to Covid-19. Thus far our credit recovery aide has successfully worked with 37 students to make up for lost learning. Many of those students received assistance in multiple subject areas.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,596
<b>Budgeted Expenditures in SFY 2023</b>	\$42,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$45,596</u>

**Status**

Task Force Review

Line Item ID: 449-3-0002

**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**

Employee Benefits

**Account Number**

07-1000-200-03-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fringe benefit, social security, and worker's compensation for full time high school credit recovery aide from above who has already successfully assisted 37 high school students make up for lost learning due to Covid-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$386
<b>Budgeted Expenditures in SFY 2023</b>	\$8,900
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,286</u>

**Status**

Task Force Review

Line Item ID: 449-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Aide Salary

**Account Number**

07-1000-123-03-00

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide salary for two full-time staff members to provide Reading and Math Interventions for students in K-8. Staff provide interventions for students of any sub-group who have experienced learning loss due to the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$38,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$38,000</u>
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**Status**

Task Force Review

Line Item ID: 449-3-0004

**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 Benefits

**Account Number**

07-1000-200-03-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide fringe for above two full-time staff members to provide Reading and Math Interventions for students in K-8. Staff provide interventions for students of any sub-group who have experienced learning loss due to the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$8,800
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$8,800</u>
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**Status**

Task Force Review

Line Item ID: 449-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

07-1000-115-03-00

**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**

Providing recruitment / retention pay of \$1,500 for 122 staff members who remained working with USD 449 during the COVID-19 pandemic and those who joined our staff since the pandemic. We intend to pay ALL staff to include certified staff, classified staff, Administration, and Special Education teachers and para-professionals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$196,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$196,000

**Status**

Task Force Review

Line Item ID: 449-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

07-1000-115-03-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Planning and implementing activities related to summer learning including teacher salaries, teacher aide salaries, transportation salaries, and salaries for office personnel implemented for eleven half-days in May/June. Activities are carried out in small groups with many hands-on learning activities for all sub-groups. This summer program is highly engaging to encourage a high rate of participation for students in all sub-groups.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,800
<b>Total Expenditures</b>	\$34,800

**Status**

Task Force Review

Line Item ID: 449-3-0007

**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**

Purchased Professional

**Account Number**

07-1000-300-03-00

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Instructional Coaching

To mitigate learning loss among students due to the COVID-19 Pandemic, our staff have requested that we provide extensive professional development opportunities, targeted consultation with experts, and instructional coaching support. In response to this need, we plan to support our teachers, paraeducators, and all instructional staff in the following areas: a facilitated study of the science of reading; effective ways to support struggling readers; and evidence-based instructional planning and delivery practices. To provide this professional development, coaching, and support in a collaborative and cost-effective manner, our district will use ESSER III funds to purchase professional learning opportunities and time with coaches who are experts and consultants in these areas.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,000</u>

**Status**

Task Force Review

Line Item ID: 449-3-0008



**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**

Supplies for classroom students

**Account Number**

07-1000-600-03-00

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item reflects the cost of the classroom program that is utilized for our summer learning opportunities. This STEM summer program was produced by the National Inventors Hall of Fame. It is all STEM and inquiry based learning. The program is called "Camp Invention" and is state, common core and NGSS standards aligned. This highly-engaging STEM curriculum is well-suited to students with IEPs and our Tier 2 and Tier 3 students who experienced learning loss due to COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
<b>Budgeted Expenditures in SFY 2024</b>	\$21,000
<b>Total Expenditures</b>	<u>\$42,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0453

**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>
Leavenworth	200 N 4th, Leavenworth, KS 66048	200 N 4th, Leavenworth, KS 66048
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mike Roth	Mike.Roth@lvpioneers.org	(913) 684-1400

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Beth Mattox	CFO	beth.mattox@lvpioneers.org	(913) 684-1400

## 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.usd453.org/Page/444>

## 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?**

Leavenworth USD 453 will continue to follow CDC Guidance for COVID 19 and minimize the spread. We will continue to utilize the PPE supplies and protocols as the guidance demands, the high level of cleaning practices that were implemented, and encourage hand washing.

## 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

Leavenworth USD 453 conducted a survey and hosted a focus group meeting to gather input from students' regarding priorities for Leavenworth's ESSER III expenditure plan. In our survey there were 104 student responses to the survey. The following priorities were identified: summer learning programs, expand social and emotional learning/mental health services, and facility upgrades that support student health needs.

### Families

Leavenworth USD 453 conducted a survey and hosted a focus group meeting to gather input from parents' regarding priorities for Leavenworth's ESSER III expenditure plan. In our survey there were 352 families response to the survey. The following priorities were identified: summer learning programs, additional personnel and staff for academic intervention, expand social and emotional learning/mental health services, premium pay for school district employees, and facility upgrades that support student health needs.

### **School and District Administrators including Special Education Administration**

Leavenworth USD 453 conducted a survey and hosted a focus group meeting to gather input from administrative staff regarding priorities for Leavenworth's ESSER III expenditure plan. The following priorities were identified: summer learning programs, additional personnel and staff for academic intervention, additional instruction and curriculum resources, expand social and emotional learning/mental health services, offering more teacher professional development, premium pay for school district employees, facility upgrades that support student health needs, purchase educational technology that support student learning. Our district administration and Special Education continue to discuss the learning loss due to the pandemic and the use of ESSER funds to provide the greatest impact to our district.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Leavenworth USD 453 conducted a survey and hosted a focus group meeting to gather input from school district staff regarding priorities for Leavenworth's ESSER III expenditure plan. In our survey there were 146 school district staff responses to the survey. The following priorities were identified: summer learning programs, additional personnel and staff for academic intervention, additional instruction and curriculum resources, expand social and emotional learning/mental health services, offering more teacher professional development, premium pay for school district employees, facility upgrades that support student health needs, purchase educational technology that support student learning. ESSER funding continues to be discussed at administrative meetings, principal meetings, school PLC meetings, staff from maintenance, technology, special education have all been included to discuss the use of ESSER funds to give the greatest impact to our district. Some of the items on our ESSER III plan have been agreed upon with Leavenworth NEA teachers' union pending approval from KSDE for our application.

### **Tribes**

Leavenworth USD 453 contacted the following Native American/Tribal entities to seek input on priorities to best meet the needs of Native American students for ESSER III expenditures: Kickapoo Tribe in Kansas, Sac and Fox Nation of Missouri in Kansas and Nebraska. Additionally, our school information system indicates that we have 22 students enrolled in the district who identify as Native American. Therefore, we have contacted these families directly to visit. Through our communication efforts, we received feedback that funds would benefit students in the following areas: summer learning programs, additional personnel and staff for academic intervention, and expand social and emotional learning/mental health services.

### **Civil Rights Organization including Disability Rights Organizations**

Leavenworth USD 453 contacted the following civil rights organizations to seek input on priorities to best meet the needs of all populations of our students for ESSER III expenditures: ACLU of Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas. We received responses from Kansas Action for Children, Disability Rights Center of Kansas noting support for the following priorities: summer learning programs, additional personnel and staff for academic intervention, expand social and emotional learning/mental health services.

### **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 732 children with disabilities, 30 English Learners, 14 children experiencing homelessness, 47 children in foster care, 0 migratory students, 0 children who are incarcerated, 13 other children who we consider underserved. Where representation in each group occurs, we have contacted families directly and asked for their feedback. Leavenworth USD 453 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 priorities were identified: summer learning programs, additional personnel and staff for academic intervention, expand social and emotional learning/mental health services, premium pay for school district employees, facility upgrades that support student health needs.

### **Provide the public the opportunity to provide input and take such input into account**

ESSER survey was available to anyone in the community. It was distributed to students, parents, teachers, administrators, and posted on our district website.

Leavenworth USD 453 worked hard to ensure all stakeholders were given the opportunity to have access to the survey and provide their feedback. At monthly Board of Education meetings, time is dedicated for visitors to make public comments and share their ideas. There were 606 responses to the survey. The breakdown included 104 students, 352 families, 146 school district staff, and 4 community members. All survey results were viewed and accounted for. The following priorities were identified: summer learning programs, additional personnel and staff for academic intervention, expand social and emotional learning/mental health services, premium pay for school district employees, and facility upgrades that support student health 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.**

Leavenworth USD 453 has analyzed a number of areas related to the impact of COVID 19. With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using FastBridge Benchmarks, the district found that approximately 41% of K-1 students were performing at High Risk in earlyReading and approximately 27% of 2nd-12th Grade students were performing at High Risk in aReading based on Fall 2022 benchmarks. Indeed, only 28% K-1 and 49% 2nd-12th were above the benchmark set by FastBridge in these areas. Similarly, approximately 29% performed in High Risk in earlyMath and approximately 25% in High Risk in aMath with approximately 49% and 40% above the benchmark set by FastBridge respectively in Fall 2022. The district continues to see general trends and concerns in the areas of absenteeism and socio-economic status as it relates to performance based on benchmark performance. Connected, our most recent Chronic Absenteeism report from the Kansas State Department of Education indicates a 49% chronically absent rate during the 2021-22 school year, which is an increase from 31% in the previous year with both being higher than the state averages.

As well, the emotional impact was measured with the implementation of SAEBRS Social-Emotional screening during the 2022-23 school year. According to the SAEBRS teacher rating scale, 19.7% of students scored in the 'some risk' category. Of these students, the greatest concern was in the academic area with the lowest level of concern being in the emotional area of the assessment. According to the MySAEBRS student rating scale, 24.3% of students scored in the 'some risk' category. Of these students, the greatest concern was in the emotional area with the lowest level of concern being in the social area of the assessment.

**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)**

Leavenworth USD 453 understands that the first step in combating the academic and social emotional learning loss effects of COVID 19 is to have students attend school regularly. Current chronic absenteeism rate for the district is 49.04% (2021-2022), which is an increase from 31.74% in 2020-21 for the district and 24.13% in 2019-2020. We plan to continue providing professional learning to our Chronic Absenteeism Intervention Team (CAIT) and broaden that audience to include additional staff and then expand to our district families. Additional social workers were hired that will continue to focus on monitoring attendance data, work directly with students who struggle with attendance, and provide targeted support to their families. The additional social workers also provide social emotional support to students who are in crisis, are identified as needing help learning self-regulation skills, or identified through SAEBRS, our district's screening assessment. As well, the district's disaggregation and use of sub-group data has been deepened with the work of the Educational Technology Implementation Coordinator.

This year we offered additional learning opportunities for our students. Extended Learning Opportunities will continue to be provided using a portion of these funds. At the early education level, an intersession camp occurs twice a year. The camp is open to any student; however, those struggling with early phonemic skills are specifically recruited to attend. At the elementary level the district offers both an afterschool option as well as a summer program to help diminish the academic gap. We focus the majority of our recruiting efforts for these programs at the primary grade level because our FastBridge data shows that our students are not leaving second grade with grade appropriate literacy skills. At the middle school level a summer program was added that introduced students to CTE options we have in our high school as well as providing literacy instruction in an effort to avoid any summer slide in data. We are planning on offering additional credit recovery options for our high school students to have greater opportunity to recover credits they didn't earn through the pandemic. Connected, our ESSER funded MTSS Specialist and Educational Technology Implementation Coordinator have provided additional data and instructional support to staff to assist in tiered systems of support work within the system.

We have identified an increase in failure rates in our secondary schools since the pandemic. We began implementing AVID last year in our middle school and extended AVID options at our high school as a means to provide additional support to students, especially in the area of literacy. AVID elective sections offer weekly tutoring, grade checks, and teach organizational skills needed to help students be more successful in monitoring their progress. AVID structures are also included in seminar classes to help students become more independent in their learning as well as consistent data disaggregation to look at trends in failure rates.

In an effort to help staff create a stronger curriculum and collaborate more effectively on their students' learning, we have included professional learning in the area of professional learning communities, literacy, and chronic absenteeism. We have included funding for extra duty pay for teachers working off contract and materials to address the learning loss needs of our students and have provided more frequent data to building/district leaders related to areas such as academics, absenteeism, and student discipline.

For reference:

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed For Quick Review*, 77(6), 47-52. Retrieved from [https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)  
Lara, J., Pelika, S., & Coons, A. (2018). *Chronic Absenteeism: NEA Research Brief*. NEA Center for Great Public Schools. <https://files.eric.ed.gov/fulltext/ED595241.pdf>

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Leavenworth USD 453 is utilizing ESSER III funds in a variety of ways to address learning loss. Additional teachers, early education interventionists, and MTSS Specialists these 9.5 staff will accurately assess students' academic progress and provide differentiated classroom instruction to meet students' academic needs. Extended Learning Program Director to manage all activities related to planning, implementing, and monitoring summer learning and supplemental after school programs. Additional social workers or counselors these 5 staff will provide information to connect families to community resources, manage chronic student absenteeism. Literacy Director and Literacy Coach these 2 staff will support the implementation of best practices for literacy instruction, especially tiered and whole group instruction; model teach literacy units to new teachers and provide literacy coaching; create literacy units and activities for classroom centers; create extended literacy practice opportunities for children to take home and easy for their families to help their children. ESSER Technology Implementation Coordinator to review and analyze student assessment data for students' academic progress. Purchase software for teachers to provide lessons and assignments to students. Purchase firewalls to meet the need of increased bandwidth to handle the demands for multiple live video streams. Provide premium pay retention incentive pay for all district staff who work the current school year into the next school year. Criteria was sent and approved by Leavenworth USD 453 board of education and Leavenworth NEA teachers' union for this one time payment to be paid to all district staff in September 2023. Due to teacher shortage from COVID 19, payments to student teachers of up to \$3,480 during their semester placement experience in USD 453 to attract a supply of new teachers for unfilled teaching positions. Purchase new sound and video system for classrooms to improve classroom instruction, capture student engagement and store for review for future improvement. Purchase new individual desks and chairs for classrooms and new tables for laboratory spaces to separate students to have individual work areas to minimize the spread of virus. Replacement and upgrade of HVACs, boiler and windows.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Leavenworth USD 453 will utilize a number of data sources to analyze the success of its interventions and work to address students impacted. First, the district will utilize its academic benchmarking/screening tool (FastBridge). This data is collected in the Fall, Winter, and Spring K-12. As well, the district analyzes this data for follow up actions at the sub group level including groups such as race/ethnicity, attendance status, IEP status, free/reduced status, and others. After benchmarking periods, the data is analyzed and action steps determined at the district and building leadership levels. Students are also progress monitored using FastBridge as a primary tool based on their tier or IEP status. Further, the district will utilize attendance data as a primary metric. This includes chronic absenteeism and general attendance data. Again, the data is analyzed at various sub group levels and is provided on a timely basis to building and district leadership. Leaders will utilize the data to look for actionable trends as well as working with our support teams to provide student level attendance supports. Lastly, staff retention and hiring data will be collected and analyzed to track the impact of premium pay retention pay for district staff shortages. Frontline Absence Management will be the system for tracking staff attendance data as a primary metric and that data is collected daily. The daily data is compiled into subsets by employee type, by building, by month and by school year to build the comparisons of attendance trend data over the past 4 years, benchmarking pre-pandemic attendance trends as a comparison point for post-pandemic attendance trends and to track the effectiveness of staff retention initiatives to address the impact of lost-instructional time. Overall, these targeted data points, as well as others regularly collected in the district, are intended to help us track, monitor, and pivot to address the needs of students affected by COVID 19 related learning loss.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$10,213,061	\$0	\$10,213,061	ESSER III Allocations	\$2,042,613
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$10,213,061	\$0	\$10,213,061	Amount Still Needed	\$2,042,613
In Review Total	\$8,172,631	\$0	\$8,172,631	In Review Total	\$2,733,182
Amount Left	\$2,040,430	\$0	\$2,040,430	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
453-3-0001	Direct	True	1000	110	11A	\$420,000	Task Force Review
453-3-0002	Direct	True	1000	120	11A	\$131,250	Task Force Review
453-3-0003	Direct	True	1000	110	11A	\$68,120	Task Force Review
453-3-0004	Direct	True	1000	110	12	\$442,000	Task Force Review
453-3-0005	Direct	True	1000	110	12	\$317,172	Task Force Review
453-3-0006	Direct	True	1000	500	11A	\$1,500	Task Force Review
453-3-0007	Direct	True	1000	110	12	\$208,000	Task Force Review
453-3-0008	Direct	True	1000	120	12	\$138,240	Task Force Review
453-3-0009	Direct	False	1000	110	16	\$156,600	Task Force Review
453-3-0010	Direct	True	1000	610	11A	\$50,000	Task Force Review
453-3-0011	Direct	True	1000	200	11A	\$7,680	Task Force Review
453-3-0012	Direct	True	1000	220	11A	\$55,743	Task Force Review
453-3-0013	Direct	True	1000	260	11A	\$621	Task Force Review
453-3-0014	Direct	True	1000	270	11A	\$5,154	Task Force Review
453-3-0015	Direct	True	1000	200	12	\$53,400	Task Force Review
453-3-0016	Direct	True	1000	220	12	\$124,687	Task Force Review
453-3-0017	Direct	True	1000	260	12	\$1,386	Task Force Review
453-3-0018	Direct	True	1000	270	12	\$12,468	Task Force Review
453-3-0019	Direct	False	2100	110	16	\$507,607	Task Force Review
453-3-0020	Direct	False	2100	200	16	\$13,680	Task Force Review
453-3-0021	Direct	False	2100	220	16	\$45,686	Task Force Review
453-3-0022	Direct	False	2100	260	16	\$508	Task Force Review
453-3-0023	Direct	False	2100	270	16	\$4,567	Task Force Review
453-3-0024	Direct	False	2200	500	12	\$6,000	Task Force Review
453-3-0025	Direct	False	2200	110	12	\$332,528	Task Force Review
453-3-0026	Direct	False	2200	200	12	\$26,640	Task Force Review
453-3-0027	Direct	False	2200	220	12	\$29,929	Task Force Review
453-3-0028	Direct	False	2200	260	12	\$333	Task Force Review
453-3-0029	Direct	False	2200	270	12	\$2,992	Task Force Review
453-3-0030	Direct	True	2600	500	12	\$3,000	Task Force Review

453-3-0031	Direct	True	2600	120	12	\$150,552	Task Force Review
453-3-0032	Direct	True	2600	200	12	\$120	Task Force Review
453-3-0033	Direct	True	2600	220	12	\$13,550	Task Force Review
453-3-0034	Direct	True	2600	260	12	\$151	Task Force Review
453-3-0035	Direct	True	2600	270	12	\$1,354	Task Force Review
453-3-0036	Direct	True	2700	513	11A	\$122,034	Task Force Review
453-3-0037	Direct	True	1000	500	12	\$125,000	Task Force Review
453-3-0038	Direct	False	1000	610	12	\$35,080	Task Force Review
453-3-0039	Direct	False	1000	610	9	\$31,980	Task Force Review
453-3-0040	Direct	False	1000	610	9	\$271,949	Task Force Review
453-3-0041	Direct	False	1000	610	16	\$10,176	Task Force Review
453-3-0042	Direct	False	1000	110	16	\$1,584,000	Task Force Review
453-3-0043	Direct	False	1000	120	16	\$781,988	Task Force Review
453-3-0044	Direct	False	1000	220	16	\$236,598	Task Force Review
453-3-0045	Direct	False	2100	120	16	\$100,448	Task Force Review
453-3-0046	Direct	False	2100	220	16	\$10,044	Task Force Review
453-3-0047	Direct	False	2100	110	16	\$264,000	Task Force Review
453-3-0048	Direct	False	2100	120	16	\$9,600	Task Force Review
453-3-0049	Direct	False	2100	220	16	\$27,360	Task Force Review
453-3-0050	Direct	False	2100	120	16	\$32,000	Task Force Review
453-3-0051	Direct	False	2100	220	16	\$3,200	Task Force Review
453-3-0052	Direct	False	2200	110	16	\$36,000	Task Force Review
453-3-0053	Direct	False	2200	220	16	\$3,600	Task Force Review
453-3-0054	Direct	False	2200	110	16	\$6,000	Task Force Review
453-3-0055	Direct	False	2200	220	16	\$600	Task Force Review
453-3-0056	Direct	False	2200	110	16	\$18,000	Task Force Review
453-3-0057	Direct	False	2200	120	16	\$16,000	Task Force Review
453-3-0058	Direct	False	2200	220	16	\$3,400	Task Force Review
453-3-0059	Direct	False	2300	110	16	\$6,000	Task Force Review
453-3-0060	Direct	False	2300	120	16	\$9,600	Task Force Review
453-3-0061	Direct	False	2300	120	16	\$6,000	Task Force Review
453-3-0062	Direct	False	2300	220	16	\$2,160	Task Force Review
453-3-0063	Direct	False	2300	110	16	\$18,000	Task Force Review
453-3-0064	Direct	False	2300	120	16	\$9,600	Task Force Review
453-3-0065	Direct	False	2300	220	16	\$2,760	Task Force Review
453-3-0066	Direct	False	2400	120	16	\$116,032	Task Force Review
453-3-0067	Direct	False	2400	110	16	\$90,000	Task Force Review
453-3-0068	Direct	False	2400	220	16	\$20,602	Task Force Review
453-3-0069	Direct	False	2500	110	16	\$6,000	Task Force Review
453-3-0070	Direct	False	2500	120	16	\$6,000	Task Force Review
453-3-0071	Direct	False	2500	120	16	\$14,400	Task Force Review
453-3-0072	Direct	False	2500	220	16	\$2,640	Task Force Review



453-3-0073	Direct	False	2500	110	16	\$6,000	Task Force Review
453-3-0074	Direct	False	2500	120	16	\$6,000	Task Force Review
453-3-0075	Direct	False	2500	120	16	\$4,800	Task Force Review
453-3-0076	Direct	False	2500	220	16	\$1,680	Task Force Review
453-3-0077	Direct	False	2500	120	16	\$6,000	Task Force Review
453-3-0078	Direct	False	2500	220	16	\$600	Task Force Review
453-3-0079	Direct	False	2600	120	16	\$6,000	Task Force Review
453-3-0080	Direct	False	2600	120	16	\$4,800	Task Force Review
453-3-0081	Direct	False	2600	120	16	\$216,238	Task Force Review
453-3-0082	Direct	False	2600	220	16	\$22,704	Task Force Review
453-3-0083	Direct	False	2600	120	16	\$18,400	Task Force Review
453-3-0084	Direct	False	2600	220	16	\$1,840	Task Force Review
453-3-0085	Direct	False	2600	120	16	\$18,000	Task Force Review
453-3-0086	Direct	False	2600	120	16	\$9,600	Task Force Review
453-3-0087	Direct	False	2600	120	16	\$48,000	Task Force Review
453-3-0088	Direct	False	2600	220	16	\$7,560	Task Force Review
453-3-0089	Direct	False	3100	120	16	\$6,000	Task Force Review
453-3-0090	Direct	False	3100	120	16	\$8,800	Task Force Review
453-3-0091	Direct	False	3100	120	16	\$25,860	Task Force Review
453-3-0092	Direct	False	3100	120	16	\$39,436	Task Force Review
453-3-0093	Direct	False	3100	220	16	\$8,010	Task Force Review
453-3-0094	Direct	False	3300	120	16	\$6,000	Task Force Review
453-3-0095	Direct	False	3300	120	16	\$6,400	Task Force Review
453-3-0096	Direct	False	3300	220	16	\$1,240	Task Force Review
453-3-0097	Direct	False	2400	500	3	\$31,090	Task Force Review
453-3-0098	Direct	False	2400	110	3	\$8,640	Task Force Review
453-3-0099	Direct	False	2400	220	3	\$864	Task Force Review
453-3-0100	Direct	True	1000	110	12	\$192,000	Task Force Review
453-3-0101	Direct	True	1000	110	12	\$88,000	Task Force Review

## Line Item Details

Line Item ID: 453-3-0001

**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**

Other Instruction Salary

**Account Number**

36-1000-0117-00-0000

**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 Camp small group instruction targeted to address learning loss, hands-on and social interactions 100 elementary, 75 middle, 75 high school students, 6 hours/day, 25 days total payment of salaries to 25 employees x \$40/hour, 4 employees x \$50/hour

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$210,000
<b>Budgeted Expenditures in SFY 2024</b>	\$210,000
<b>Total Expenditures</b>	\$420,000

**Status**

Task Force Review

Line Item ID: 453-3-0002

**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**

Classified Salary

**Account Number**

36-1000-0123-00-0000

**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 Camp small group instruction targeted to address learning loss, hands-on and social interactions 100 elementary, 75 middle, 75 high school students, 6 hours/day, 25 days total payment of salaries to 25 employees x \$15/hour

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$65,625
<b>Budgeted Expenditures in SFY 2024</b>	\$65,625
<b>Total Expenditures</b>	\$131,250

**Status**

Task Force Review

Line Item ID: 453-3-0003

**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**

Director Salary

**Account Number**

36-1000-0112-00-0000

**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**

1 Extended Learning Program Director to manage planning, implementing and monitoring summer learning and supplemental after school programs

<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>	\$68,120
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<b>Total Expenditures</b>	\$68,120
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**Status**

Task Force Review

Line Item ID: 453-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary

**Account Number**

36-1000-0115-00-0000

**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**

1 elementary teacher for Kindergarten for small group instruction 48000, 3 elementary teachers for 1st & 2nd grade to address literacy learning loss with vulnerable students who have fallen behind 45000+45000+44000, elementary supplemental after school small group instruction 39000 Our ASQ-3 data shows that parents recorded approximately 50% of all entering kindergarten students have an overall concern with their child's pre-academic skills and 30% have concerns with social-emotional skills as measured by ASQ-SE responses. The addition of another kindergarten teacher allows for smaller class sizes with more individualized support to address learning loss with vulnerable 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>	\$221,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$221,000
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<b>Total Expenditures</b>	\$442,000
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**Status**

Task Force Review

Line Item ID: 453-3-0005

**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**

Other Instruction Salary

**Account Number**

36-1000-0117-00-0000

**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**

1 MTSS Reading & Math Specialist K-12 to provide Tier 2 & Tier 3 interventions based on assessments of learning loss, 1.5 Early Education Interventionist for early education to improve phonics and vocabulary skills, provide differentiated instruction to meet students' academic needs targeted students with learning loss 67,067 +65,608 +25,911

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$158,586**Budgeted Expenditures in SFY 2024** \$158,586**Total Expenditures** \$317,172**Status**

Task Force Review

Line Item ID: 453-3-0006

**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**

Indistrict Travel

**Account Number**

36-1000-0581-00-0000

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of indistrict mileage reimbursement to Extended Learning Program Director

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$1,500**Total Expenditures** \$1,500**Status**

Task Force Review

Line Item ID: 453-3-0007

**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**

Extra Duty Salary

**Account Number**

36-1000-0128-00-0000

**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**

Payment of salaries to employees attending professional development training during the summer to combat the learning loss as a result of COVID-19 pandemic of vulnerable students, topics include professional learning communities, literacy, chronic absenteeism, instruction initiatives, tiered interventions 40 hours total, 60 employees x \$40/hour, 4 current employees to plan and lead professional development training during the summer 50 hours total x \$50/hour summer 2023 and summer 2024

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$104,000
<b>Budgeted Expenditures in SFY 2024</b>	\$104,000
<b>Total Expenditures</b>	<u>\$208,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0008

**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 Salary

**Account Number**

36-1000-0123-00-0000

**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**

4 elementary building aides to assist with small student groups for students with learning loss social distancing, elementary supplemental after school small group instruction targeted for students with learning loss \$12/hour The addition of classroom aides allows for increased opportunities for small group instruction to address and target learning loss with an increased emphasis on building phonemic awareness skills with vulnerable kindergarten-second grade students who have fallen behind. This analysis of the need for further small group instructional support was based on district benchmarking (FastBridge) data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$69,120
<b>Budgeted Expenditures in SFY 2024</b>	\$69,120
<b>Total Expenditures</b>	\$138,240

**Status**

Task Force Review

Line Item ID: 453-3-0009

**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**

Other Instruction Salary

**Account Number**

36-1000-0117-00-0000

**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 shortage from COVID 19 Payment to student teachers of up to \$3,480 during their semester placement experience in USD 453 to attract a supply of new teachers for unfilled teaching positions, 3 semesters total x 15 student teachers x \$3480

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$52,200
<b>Budgeted Expenditures in SFY 2024</b>	\$104,400
<b>Total Expenditures</b>	\$156,600

**Status**

Task Force Review

Line Item ID: 453-3-0010

**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**

36-1000-0611-00-0000

**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**

Purchasing Invention Project STEAM curriculum for summer camp and supplemental after school and additional learning materials for differentiated instruction targeted for students with learning loss. One intervention that we are incorporating to address the learning loss due to COVID-19 is providing extended opportunities for learning outside of the normal school schedule. We identify and recruit vulnerable students. Invention Project STEAM curriculum is a highly engaging curriculum resource chosen for our summer program because it appeals to students and focuses on building literacy, numeracy, and critical thinking skills in a setting that requires the social skills needed for collaboration. With the use of this engaging resource, the district seeks to increase summer program participation thus leading to increased academic achievement moving forward.

<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>	\$25,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
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<b>Total Expenditures</b>	\$50,000
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**Status**

Task Force Review

Line Item ID: 453-3-0011

**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**

Fringe Benefit

**Account Number**

36-1000-0213-00-0000

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of employee benefits to employees

<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>	\$240
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<b>Budgeted Expenditures in SFY 2024</b>	\$7,440
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<b>Total Expenditures</b>	\$7,680
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**Status**

Task Force Review

Line Item ID: 453-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-1000-0220-00-0000

**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**

Payment of social security tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,806
<b>Budgeted Expenditures in SFY 2024</b>	\$30,937
<b>Total Expenditures</b>	\$55,743

**Status**

Task Force Review

Line Item ID: 453-3-0013

**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**

Unemployment

**Account Number**

36-1000-0250-00-0000

**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**

Payment of unemployment tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$276
<b>Budgeted Expenditures in SFY 2024</b>	\$345
<b>Total Expenditures</b>	\$621

**Status**

Task Force Review

Line Item ID: 453-3-0014



**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**

Workers Compensation

**Account Number**

36-1000-0260-00-0000

**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**

Payment of workers compensation insurance premium

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,241**Budgeted Expenditures in SFY 2024** \$2,913**Total Expenditures** \$5,154**Status**

Task Force Review

Line Item ID: 453-3-0015

**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**

Fringe Benefit

**Account Number**

36-1000-0213-00-0000

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of employee benefits to employees

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$26,700**Budgeted Expenditures in SFY 2024** \$26,700**Total Expenditures** \$53,400**Status**

Task Force Review

Line Item ID: 453-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-1000-0220-00-0000

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$62,343**Budgeted Expenditures in SFY 2024** \$62,344**Total Expenditures** \$124,687**Status**

Task Force Review

Line Item ID: 453-3-0017

**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**

Unemployment

**Account Number**

36-1000-0250-00-0000

**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**

Payment of unemployment tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$693**Budgeted Expenditures in SFY 2024** \$693**Total Expenditures** \$1,386**Status**

Task Force Review

Line Item ID: 453-3-0018

**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**

Workers Compensation

**Account Number**

36-1000-0260-00-0000

**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**

Payment of workers compensation insurance premium

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,234**Budgeted Expenditures in SFY 2024** \$6,234**Total Expenditures** \$12,468**Status**

Task Force Review

Line Item ID: 453-3-0019

**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**

Teacher Salary

**Account Number**

36-2120-0115-00-0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

1 school counselor, 4 school social worker for additional support of chronic absenteeism intervention team by school building targeted for students with learning loss provide information and connect families to community resources new employees hired Aug 2021 with ESSER II 52,144+49,573+48,840+50,270+48,000 The COVID-19 pandemic has illuminated the need for social-emotional skills with vulnerable students, especially among our chronically absent students, mainly low-income and special education students. We know the importance of regular attendance to learn social and academic skills. These positions have direct responsibilities in implementing and monitoring behavioral and attendance interventions to address missing self-regulation and self-management skills.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$248,827**Budgeted Expenditures in SFY 2024** \$258,780**Total Expenditures** \$507,607**Status**

Task Force Review

Line Item ID: 453-3-0020

**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**

Fringe Benefit

**Account Number**

36-2120-0213-00-0000

**Function Code**

2100 - Support Services (Students)

**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**

Payment of employee benefits to employees

<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>	\$6,840
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,840
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<b>Total Expenditures</b>	<u>\$13,680</u>
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**Status**

Task Force Review

Line Item ID: 453-3-0021

**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**

36-2120-0220-00-0000

**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**

Payment of social security tax

<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>	\$22,396
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<b>Budgeted Expenditures in SFY 2024</b>	\$23,290
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<b>Total Expenditures</b>	<u>\$45,686</u>
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**Status**

Task Force Review

Line Item ID: 453-3-0022

**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**

36-2120-0250-00-0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of unemployment tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$249**Budgeted Expenditures in SFY 2024** \$259**Total Expenditures** \$508**Status**

Task Force Review

Line Item ID: 453-3-0023

**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**

Workers Compensation

**Account Number**

36-2120-0260-00-0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of workers compensation insurance premium

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,238**Budgeted Expenditures in SFY 2024** \$2,329**Total Expenditures** \$4,567**Status**

Task Force Review

Line Item ID: 453-3-0024

**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**

Indistrict Travel

**Account Number**

36-2200-0581-00-0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of indistrict mileage reimbursement to Literacy Director, Literacy Coach

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 453-3-0025

**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**

Other Non-Certified Salaries

**Account Number**

36-2200-0117-00-0000

**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**

1 Literacy Director, 1 Literacy Coach to support the implementation of best practices for literacy instruction tiered and whole group instruction, model teach literacy units to new teachers, create literacy units and activities for classroom centers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$163,004**Budgeted Expenditures in SFY 2024** \$169,524**Total Expenditures** \$332,528**Status**

Task Force Review

Line Item ID: 453-3-0026

**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**

Fringe Benefit

**Account Number**

36-2200-0213-00-0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of employee benefits to employees

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,320**Budgeted Expenditures in SFY 2024** \$13,320**Total Expenditures** \$26,640**Status**

Task Force Review

Line Item ID: 453-3-0027

**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**

Social Security

**Account Number**

36-2200-0220-00-0000

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,671**Budgeted Expenditures in SFY 2024** \$15,258**Total Expenditures** \$29,929**Status**

Task Force Review

Line Item ID: 453-3-0028

**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**

36-2200-0250-00-0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of unemployment tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$163**Budgeted Expenditures in SFY 2024** \$170**Total Expenditures** \$333**Status**

Task Force Review

Line Item ID: 453-3-0029

**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**

Workers Compensation

**Account Number**

36-2200-0260-00-0000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Payment of workers compensation insurance premium

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,467**Budgeted Expenditures in SFY 2024** \$1,525**Total Expenditures** \$2,992**Status**

Task Force Review

Line Item ID: 453-3-0030



**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**

Indistrict Travel

**Account Number**

36-2640-0581-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of indistrict mileage reimbursement to ESSER Technology Implementation Coordinator

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0031

**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**

Other Non Certified Salaries

**Account Number**

36-2640-0121-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

1 ESSER Technology Implementation Coordinator targeted for students with learning loss review and analyze student tiered systems of support assessment data for students' academic progress, to strategically support staff and students using technology more for education, to strategically plan for additional technology platforms and products to address learning loss new employee hired Jul 2021 with ESSER II As Leavenworth Schools navigated the COVID-19 pandemic, numerous areas of focus came to light that led us to create the position of ESSER Educational Technology Implementation Coordinator. From our experience with the pandemic, the district noted a need to analyze our vulnerable students academic information data at a much deeper level and with a high degree of data quality. This coordinator's role is to provide custom, proactive, and targeted data to our district and buildings. This has included assessments such as benchmark, ACT, attendance, discipline, and other data points targeted by student sub-groups. This enhanced data dis-aggregation allows our building leaders and teaching staff to better identify instructional needs, and professional development areas, follow up with families on areas such as attendance and set goals to increase student achievement. Additionally, this serves as a vehicle for structured data talks at both the district and building levels to determine the next steps to improve achievement for vulnerable students. The coordinator seeks to streamline various instructional technology areas and data quality to support vulnerable students. This involves regularly tracking student/staff usage of curricular programs, tracking district licenses, problem/solving instructional technology or student information tools, and auto-rostering products. Further, the position works to host office hours and professional development opportunities for staff to maximize their use of educational technology in order to better meet the needs of vulnerable students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$73,800
<b>Budgeted Expenditures in SFY 2024</b>	\$76,752
<b>Total Expenditures</b>	<u>\$150,552</u>

**Status**

Task Force Review

Line Item ID: 453-3-0032

**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**

Fringe Benefit

**Account Number**

36-2640-0213-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of employee benefits to employees

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$60**Budgeted Expenditures in SFY 2024** \$60**Total Expenditures** \$120**Status**

Task Force Review

Line Item ID: 453-3-0033

**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**

Social Security

**Account Number**

36-2640-0220-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,642**Budgeted Expenditures in SFY 2024** \$6,908**Total Expenditures** \$13,550**Status**

Task Force Review

Line Item ID: 453-3-0034

**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**

Unemployment

**Account Number**

36-2640-0250-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

Payment of unemployment tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$74**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$151**Status**

Task Force Review

Line Item ID: 453-3-0035

**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**

Workers Compensation

**Account Number**

36-2640-0260-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

Payment of workers compensation insurance premium

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$664**Budgeted Expenditures in SFY 2024** \$690**Total Expenditures** \$1,354**Status**

Task Force Review

Line Item ID: 453-3-0036

**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**

Student Transportation

**Account Number**

36-2700-0513-00-0000

**Function Code**

2700 - Student Transportation Services

**Object Code**513 - Student Transportation Services  
by Outside Agency or Company**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment of student transportation to summer learning program

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$58,034**Budgeted Expenditures in SFY 2024** \$64,000**Total Expenditures** \$122,034**Status**

Task Force Review

Line Item ID: 453-3-0037

**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**

Travel and Meetings

**Account Number**

36-1000-0582-00-0000

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payment for staff to attend professional development conferences in the area of professional learning communities, literacy, and chronic absenteeism 2,080 x 30 employees  
 Professional Learning Communities (PLCs), literacy, and chronic absenteeism are three areas Leavenworth USD 453 staff need additional targeted professional development to combat the learning loss as a result of the COVID-19 pandemic. PLC training will assist teachers in being able to better narrow the instructional focus and target individual learning skills vulnerable students are missing including those affected by COVID-19 pandemic. One subgroup of significant concern is our chronically absent students which is composed of a high percentage of low-income and special education students. These students show decreased skills in the area of phonemic awareness, reading comprehension, and language development. Targeted literacy professional development will build teacher knowledge in order to better address these deficiencies with vulnerable students.

Dates for 2023 are as follows

PLC Communities at Work Institute May 31-June 2, 2023 Oklahoma City, OK

Safe & Civil Schools Conference July 16-20, 2023 Portland, OR

Literacy Association of Tennessee Conference Dec 10-12, 2023 Murfreesboro, TN

Dates for 2024 are TBD.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$62,500
<b>Budgeted Expenditures in SFY 2024</b>	\$62,500
<b>Total Expenditures</b>	<u>\$125,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0038

**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**

Supplies

**Account Number**

36-1000-0611-00-0000

**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**

ESSER Technology Implementation Coordinator recommend purchasing additional learning materials and Learning A-Z to streamline instructional technology areas for differentiated instruction targeted for vulnerable students with learning loss from COVID-19 as analyzed from our vulnerable students academic information.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,540
<b>Budgeted Expenditures in SFY 2024</b>	\$17,540
<b>Total Expenditures</b>	\$35,080

**Status**

Task Force Review

Line Item ID: 453-3-0039

**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**

Supplies

**Account Number**

36-1000-0611-00-0000

**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**

New Technology purchase from COVID 19 Google Workspace for Education Plus for teachers to provide lessons and assignments to students, students complete and return assignments to teachers remote learning resource Google Meet for secure video conferencing keep discussion safe attendance reports one year cost is 15,990 SFY 2022 with 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>	\$15,990
<b>Budgeted Expenditures in SFY 2024</b>	\$15,990
<b>Total Expenditures</b>	\$31,980

**Status**

Task Force Review

Line Item ID: 453-3-0040

**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**

Other Expense

**Account Number**

36-1000-0689-00-0000

**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**

New Technology purchase from COVID 19 Reimburse Borderlan Security for school district PALO ALTO firewalls to support increased bandwidth from 13 gig to 30 gig required for multiple concurrent video remote conferencing learning sessions protect and secure internet traffic

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$271,949**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$271,949**Status**

Task Force Review

Line Item ID: 453-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Other Expense

**Account Number**

36-1000-0689-00-0000

**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**

Employee shortage from COVID 19 Payment to Educator Perceptions and Insights Center educator engagement & retention reporting, classified staff engagement & retention reporting, to address employee shortage for the district's unfilled positions

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,088**Budgeted Expenditures in SFY 2024** \$5,088**Total Expenditures** \$10,176**Status**

Task Force Review

Line Item ID: 453-3-0042



**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**

Teacher Salary

**Account Number**

36-1000-0115-00-0000

**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 retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$792,000
<b>Budgeted Expenditures in SFY 2024</b>	\$792,000
<b>Total Expenditures</b>	<u>\$1,584,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0043

**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**

Classified Salary

**Account Number**

36-1000-0123-00-0000

**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 retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$390,994
<b>Budgeted Expenditures in SFY 2024</b>	\$390,994
<b>Total Expenditures</b>	<u>\$781,988</u>

**Status**

Task Force Review

Line Item ID: 453-3-0044

**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**

Social Security

**Account Number**

36-1000-0220-00-0000

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$118,299**Budgeted Expenditures in SFY 2024** \$118,299**Total Expenditures** \$236,598**Status**

Task Force Review

Line Item ID: 453-3-0045

**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**

Classified Salary

**Account Number**

36-2100-0123-00-0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50,224**Budgeted Expenditures in SFY 2024** \$50,224**Total Expenditures** \$100,448**Status**

Task Force Review

Line Item ID: 453-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-2100-0220-00-0000

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,022**Budgeted Expenditures in SFY 2024** \$5,022**Total Expenditures** \$10,044**Status**

Task Force Review

Line Item ID: 453-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary

**Account Number**

36-2120-0115-00-0000

**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**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$132,000**Budgeted Expenditures in SFY 2024** \$132,000**Total Expenditures** \$264,000**Status**

Task Force Review

Line Item ID: 453-3-0048

**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**

Classified Salary

**Account Number**

36-2120-0123-00-0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,800
<b>Budgeted Expenditures in SFY 2024</b>	\$4,800
<b>Total Expenditures</b>	<u>\$9,600</u>

**Status**

Task Force Review

Line Item ID: 453-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-2120-0220-00-0000

**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**

Payment of social security tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,680
<b>Budgeted Expenditures in SFY 2024</b>	\$13,680
<b>Total Expenditures</b>	<u>\$27,360</u>

**Status**

Task Force Review

Line Item ID: 453-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Nurse Salary

**Account Number**

36-2130-0124-00-0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
<b>Total Expenditures</b>	\$32,000

**Status**

Task Force Review

Line Item ID: 453-3-0051

**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**

Social Security

**Account Number**

36-2130-0220-00-0000

**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**

Payment of social security tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
<b>Budgeted Expenditures in SFY 2024</b>	\$1,600
<b>Total Expenditures</b>	\$3,200

**Status**

Task Force Review

Line Item ID: 453-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Administrator Salary

**Account Number**

36-2200-0112-00-0000

**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**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,000
<b>Budgeted Expenditures in SFY 2024</b>	\$18,000
<b>Total Expenditures</b>	\$36,000

**Status**

Task Force Review

Line Item ID: 453-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-2200-0220-00-0000

**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**

Payment of social security tax

<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>	\$3,600

**Status**

Task Force Review

Line Item ID: 453-3-0054

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Administrator Salary

**Account Number**

36-2210-0112-00-0000

**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**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-2210-0220-00-0000

**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**

Payment of social security tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300
<b>Budgeted Expenditures in SFY 2024</b>	\$300
<b>Total Expenditures</b>	<u>\$600</u>

**Status**

Task Force Review

Line Item ID: 453-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary

**Account Number**

36-2220-0115-00-0000

**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**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$9,000
<b>Total Expenditures</b>	<u>\$18,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salary

**Account Number**

36-2220-0123-00-0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0058



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-2220-0220-00-0000

**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**

Payment of social security tax

<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>	\$1,700
<b>Total Expenditures</b>	\$3,400

**Status**

Task Force Review

Line Item ID: 453-3-0059

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Administrator Salary

**Account Number**

36-2320-0111-00-0000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$6,000

**Status**

Task Force Review

Line Item ID: 453-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salary

**Account Number**

36-2320-0123-00-0000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,800
<b>Budgeted Expenditures in SFY 2024</b>	\$4,800
<b>Total Expenditures</b>	<u>\$9,600</u>

**Status**

Task Force Review

Line Item ID: 453-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Other Non Certified Salaries

**Account Number**

36-2320-0126-00-0000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0062

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-2320-0220-00-0000

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,080**Budgeted Expenditures in SFY 2024** \$1,080**Total Expenditures** \$2,160**Status**

Task Force Review

Line Item ID: 453-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Administrator Salary

**Account Number**

36-2330-0111-00-0000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,000**Budgeted Expenditures in SFY 2024** \$9,000**Total Expenditures** \$18,000**Status**

Task Force Review

Line Item ID: 453-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salary

**Account Number**

36-2330-0123-00-0000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,800
<b>Budgeted Expenditures in SFY 2024</b>	\$4,800
<b>Total Expenditures</b>	<u>\$9,600</u>

**Status**

Task Force Review

Line Item ID: 453-3-0065

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-2330-0220-00-0000

**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**

Payment of social security tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,380
<b>Budgeted Expenditures in SFY 2024</b>	\$1,380
<b>Total Expenditures</b>	<u>\$2,760</u>

**Status**

Task Force Review

Line Item ID: 453-3-0066

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salary

**Account Number**

36-2400-0123-00-0000

**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**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$58,016
<b>Budgeted Expenditures in SFY 2024</b>	\$58,016
<b>Total Expenditures</b>	<u>\$116,032</u>

**Status**

Task Force Review

Line Item ID: 453-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Principal Salary

**Account Number**

36-2400-0112-00-0000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
<b>Total Expenditures</b>	<u>\$90,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-2400-0220-00-0000

**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**

Payment of social security tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,301
<b>Budgeted Expenditures in SFY 2024</b>	\$10,301
<b>Total Expenditures</b>	\$20,602

**Status**

Task Force Review

Line Item ID: 453-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Administrator Salary

**Account Number**

36-2500-0111-00-0000

**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**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$6,000

**Status**

Task Force Review

Line Item ID: 453-3-0070

**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**

Director Salary

**Account Number**

36-2500-0121-00-0000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$6,000

**Status**

Task Force Review

Line Item ID: 453-3-0071

**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**

Classified Salary

**Account Number**

36-2500-0123-00-0000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<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>	\$14,400

**Status**

Task Force Review

Line Item ID: 453-3-0072

**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**

Social Security

**Account Number**

36-2500-0220-00-0000

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,320**Budgeted Expenditures in SFY 2024** \$1,320**Total Expenditures** \$2,640**Status**

Task Force Review

Line Item ID: 453-3-0073

**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**

Administrator Salary

**Account Number**

36-2520-0111-00-0000

**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**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 453-3-0074



**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**

Director Salary

**Account Number**

36-2520-0121-00-0000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0075

**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**

Classified Salary

**Account Number**

36-2520-0123-00-0000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,400
<b>Budgeted Expenditures in SFY 2024</b>	\$2,400
<b>Total Expenditures</b>	<u>\$4,800</u>

**Status**

Task Force Review

Line Item ID: 453-3-0076

**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**

Social Security

**Account Number**

36-2520-0220-00-0000

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$840**Budgeted Expenditures in SFY 2024** \$840**Total Expenditures** \$1,680**Status**

Task Force Review

Line Item ID: 453-3-0077

**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**

Other Non Certified Salaries

**Account Number**

36-2820-0126-00-0000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 453-3-0078

**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**

Social Security

**Account Number**

36-2820-0220-00-0000

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$300**Budgeted Expenditures in SFY 2024** \$300**Total Expenditures** \$600**Status**

Task Force Review

Line Item ID: 453-3-0079

**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**

Director Salary

**Account Number**

36-2600-0121-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 453-3-0080

**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**

Classified Salary

**Account Number**

36-2600-0123-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,400
<b>Budgeted Expenditures in SFY 2024</b>	\$2,400
<b>Total Expenditures</b>	<u>\$4,800</u>

**Status**

Task Force Review

Line Item ID: 453-3-0081

**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**

Classified Salary

**Account Number**

36-2600-0131-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$108,119
<b>Budgeted Expenditures in SFY 2024</b>	\$108,119
<b>Total Expenditures</b>	<u>\$216,238</u>

**Status**

Task Force Review

Line Item ID: 453-3-0082

**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**

Social Security

**Account Number**

36-2600-0220-00-0000

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,352**Budgeted Expenditures in SFY 2024** \$11,352**Total Expenditures** \$22,704**Status**

Task Force Review

Line Item ID: 453-3-0083

**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**

Classified Salary

**Account Number**

36-2610-0135-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,200**Budgeted Expenditures in SFY 2024** \$9,200**Total Expenditures** \$18,400**Status**

Task Force Review

Line Item ID: 453-3-0084

**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**

Social Security

**Account Number**

36-2610-0220-00-0000

**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**

Payment of social security tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$920
<b>Budgeted Expenditures in SFY 2024</b>	\$920
<b>Total Expenditures</b>	<u>\$1,840</u>

**Status**

Task Force Review

Line Item ID: 453-3-0085

**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**

Director Salary

**Account Number**

36-2640-0121-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$9,000
<b>Total Expenditures</b>	<u>\$18,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0086

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salary

**Account Number**

36-2640-0123-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,800
<b>Budgeted Expenditures in SFY 2024</b>	\$4,800
<b>Total Expenditures</b>	<u>\$9,600</u>

**Status**

Task Force Review

Line Item ID: 453-3-0087

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Other Non Certified Salaries

**Account Number**

36-2640-0126-00-0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,000
<b>Budgeted Expenditures in SFY 2024</b>	\$24,000
<b>Total Expenditures</b>	<u>\$48,000</u>

**Status**

Task Force Review

Line Item ID: 453-3-0088

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-2640-0220-00-0000

**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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,780**Budgeted Expenditures in SFY 2024** \$3,780**Total Expenditures** \$7,560**Status**

Task Force Review

Line Item ID: 453-3-0089

**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**

Director Salary

**Account Number**

36-3100-0121-00-0000

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 453-3-0090



**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**

Classified Salary

**Account Number**

36-3100-0123-00-0000

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,400
<b>Budgeted Expenditures in SFY 2024</b>	\$4,400
<b>Total Expenditures</b>	<u>\$8,800</u>

**Status**

Task Force Review

Line Item ID: 453-3-0091

**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**

Classified Salary

**Account Number**

36-3100-0125-00-0000

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,930
<b>Budgeted Expenditures in SFY 2024</b>	\$12,930
<b>Total Expenditures</b>	<u>\$25,860</u>

**Status**

Task Force Review

Line Item ID: 453-3-0092

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salary

**Account Number**

36-3100-0126-00-0000

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,718
<b>Budgeted Expenditures in SFY 2024</b>	\$19,718
<b>Total Expenditures</b>	\$39,436

**Status**

Task Force Review

Line Item ID: 453-3-0093

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-3100-0220-00-0000

**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**

Payment of social security tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,005
<b>Budgeted Expenditures in SFY 2024</b>	\$4,005
<b>Total Expenditures</b>	\$8,010

**Status**

Task Force Review

Line Item ID: 453-3-0094

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Director Salary

**Account Number**

36-3300-0121-00-0000

**Function Code**

3300 - Community Services Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education and teachers' union for this one time payment of \$3,000 for full time, \$1,500 for part time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$6,000

**Status**

Task Force Review

Line Item ID: 453-3-0095

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Salary

**Account Number**

36-3300-0123-00-0000

**Function Code**

3300 - Community Services Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay retention incentive pay for all staff who work the current school year into the next school year. Criteria was set and approved by the local board of education for this one time payment of up to \$2,400 calculated as total number of months worked x \$200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,200
<b>Budgeted Expenditures in SFY 2024</b>	\$3,200
<b>Total Expenditures</b>	\$6,400

**Status**

Task Force Review

Line Item ID: 453-3-0096

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-3300-0220-00-0000

**Function Code**

3300 - Community Services 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**

Payment of social security tax

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$620**Budgeted Expenditures in SFY 2024** \$620**Total Expenditures** \$1,240**Status**

Task Force Review

Line Item ID: 453-3-0097

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Travel and Meetings

**Account Number**

36-2400-0582-00-0000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

500 - OTHER PURCHASED 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**

Employee shortage from COVID 19 Payment for staff to attend professional development in the area of Crucial Conversations Mastering Dialogue and Accountability to include 100 licenses and materials, improve communication in ways that diffuse tough situations and increase employee morale, satisfaction, performance and retention 310 x 100

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$31,090**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$31,090**Status**

Task Force Review

Line Item ID: 453-3-0098

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Principal Salary

**Account Number**

36-2400-0112-00-0000

**Function Code**

2400 - Support Services (School Administration)

**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**

Payment of salaries to school leaders attending professional development training during the summer Crucial Conversations improving communication in ways that diffuse tough situations and increase employee morale, satisfaction, performance and retention 12 hours total, 18 employees x \$40/hour

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,640
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,640</u>

**Status**

Task Force Review

Line Item ID: 453-3-0099

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

36-2400-0220-00-0000

**Function Code**

2400 - Support Services (School Administration)

**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**

Payment of social security tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$864
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$864</u>

**Status**

Task Force Review

Line Item ID: 453-3-0100

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary

**Account Number**

36-1000-0115-00-0000

**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**

2 middle school teachers to address and target learning loss in math and science with vulnerable students who have fallen behind 48000+48000

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$96,000**Budgeted Expenditures in SFY 2024** \$96,000**Total Expenditures** \$192,000**Status**

Task Force Review

Line Item ID: 453-3-0101

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary

**Account Number**

36-1000-0115-00-0000

**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**

1 high school teacher to address and target learning loss in language arts with vulnerable students who have fallen behind

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$44,000**Budgeted Expenditures in SFY 2024** \$44,000**Total Expenditures** \$88,000**Status**

Task Force Review



# ESSER III APPLICATION FOR D0464

**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>
Tonganoxie	300 E Hwy 24/40, Tonganoxie, KS 66086	300 E Hwy 24/40, Tonganoxie, KS 66086
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Loren Feldkamp	lfeldkamp@tong464.org	(913) 416-1400

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tonya Phillips	Assistant Superintendent	tphillips@tong464.org	(913) 416-1400
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Rebecca Peresta	rperesta@tong464.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.tong464.org/pages/uploaded\\_files/Tonganoxie%20USD%20464%20District%20Plan.pdf](https://www.tong464.org/pages/uploaded_files/Tonganoxie%20USD%20464%20District%20Plan.pdf)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?



Schools are an essential part of the infrastructure of communities. Schools provide safe, supportive learning environments for students that support social and emotional development, and access to critical services such as school meal programs to behavioral and mental health services for improved life outcomes. Benefits that schools offer to communities include employment opportunities to individuals and enables parents, guardians, and caregivers to work. Multiple studies have shown that transmission rates within school settings, when multiple prevention strategies are in place, are typically lower than – or similar to – community transmission levels. Prevention strategies in schools can be organized into personal, administrative, and environmental.

The following personal strategies are behaviors that school staff and students can use to protect themselves and others around them:

Vaccination

Wear a mask

Cover coughs and sneezes

Stay home when sick

Funds are being utilized to organize vaccine clinics for staff and students. Masks have been purchased for students and staff. Posters for covering coughs and sneezes and reminding to stay home when sick.

The following environmental strategies are ways that school staff can change the physical environment to prevent the spread of COVID-19:

Ventilation- open windows, have class outside

Cues for physical distancing, hand hygiene, and respiratory hygiene- reminders, posters

Funds are being utilized for posters on physical distancing, more staff to spread out with smaller groups.

The following administrative strategies are ways that school staff can adjust school policies and operations to prevent the spread of COVID-19:

Identify a designated point of contact

Limiting in-person interactions

School policies to promote prevention- wear masks, flexible leave/attendance policies

School-based screening testing- KDHE

Hand hygiene

Funds are being used to add staff for smaller class sizes, smaller groups, additional nursing staff, purchasing PPE, hand sanitizer, cleaning supplies.

## 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 response rate, including both the survey and focus groups, was 38%. The following two supports received the most interest from our students:

1. Addressing Learning Loss among students, including vulnerable populations (92%)
2. Providing mental health services and supports (92%)

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

### Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. The response rate, including both the survey and building & district leadership teams, was 11%. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

1. Addressing Learning Loss among students, including vulnerable populations (100%)
2. Providing mental health services and supports (100%)
3. Additional personnel and staff for academic interventions (73%)
4. Providing additional instructional materials/resources and educational technology for students (70%)
5. More teacher professional development to address learning loss (46%)

You will see that these suggestions from parents are reflective in the plan we developed.

### **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. Since we are in a special education cooperative with another school district, we meet as a special education cooperative leadership team twice per month. In addition, each of the teams meets monthly, including school psychologists, school social workers, special education elementary teachers, special education secondary teachers, new staff, and veteran staff. We conducted a survey, as well as met with each of the groups to gather feedback. As a result of these meetings and surveys, of which we had 100% participation, the following have been determined as most important to address in our district.

1. Addressing Learning Loss among students, including vulnerable populations (100%)
2. Providing mental health services and supports (100%)
3. Additional personnel and staff for academic interventions (100%)
4. More teacher professional development to address learning loss (85%)
5. Providing additional instructional materials/resources and educational technology for students (47%)

You will see that this information plays a prominent role in our ESSER plan.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including staff, students, parents, administration and state organizations. The district has regular monthly meetings with the teacher's union. We included the ESSER plan as part of our regular agenda. Throughout the meetings, our discussions regarding ESSER plans reflected the following results:

1. Addressing Learning Loss among students, including vulnerable populations (100%)
2. Providing mental health services and supports (100%)
3. Additional personnel and staff for academic interventions (94%)
4. More teacher professional development to address learning loss (87%)
5. Providing additional instructional materials/resources and educational technology for students (62%)

### **Tribes**

In a review of our student information system, we identified 52 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. In addition, one of our parents is a member and works for the Kickapoo tribe. She attended these focus group meetings and was in agreement with the following strategies being of the greatest benefit.

1. Addressing Learning Loss among students, including vulnerable populations (100%)
2. Providing mental health services and supports (100%)
3. Additional personnel and staff for academic interventions (33%)
4. Providing additional instructional materials/resources and educational technology for students(28%)
5. More teacher professional development to address learning loss (17)

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 Kansas Action for Children, United Way, and The Guidance Center with a survey to seek feedback regarding suggestions to best meet the needs of our students. We received did not receive a response from Kansas Action for Children, but we did receive a response from The Guidance Center and we also have a member of the United Way, who is very active in on our district site council, participate in one of our focus groups. Here were the responses:

1. Addressing Learning Loss among students, including vulnerable populations (100%)
2. Providing mental health services and supports (100%)
3. Additional personnel and staff for academic interventions (100%)

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. Survey and focus groups included members of all subgroups. The following percentage of our subgroups participated in the surveys and/or focus groups:

12% participation from "Children with Disabilities"

16% participation from "Low Socioeconomic"

1% participation from "English Learners"

1% participation from "Families Experiencing Homelessness"

Less than 1% participation from "Foster Families"

Through those surveys and conversations, it was clear that the following supports were most needed:

1. Addressing Learning Loss among students, including vulnerable populations (100%)
2. Providing mental health services and supports (100%)
3. Additional personnel and staff for academic interventions (37%)
4. Providing additional instructional materials/resources and educational technology for students (23%)
5. More teacher professional development to address learning loss (10%)

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**

Tonganoxie USD 464 held focus group sessions to gather input from a variety of stakeholders. The sessions were held at various locations in various times to allow for increased attendance. The focus groups included 8 students, 22 parents/guardians, 17 school staff, district administrators, 6 special education staff and administration, 3 teacher union members, 3 Tribal members, 2 Civil Rights/Disability Rights organizations (United Way & The Guidance Center), 7 representatives from various groups including children with disabilities, English Language Learners, children experiencing homelessness and/or foster care. The majority of attendees were students, parents/guardians, school staff, district and special education administration, teacher union members, groups representing children with disabilities, English Language Learners, and children experiencing homelessness and foster care. The total number of attendees in these sessions was 68.

The following topics were prevalent among all groups:

1. Addressing Learning Loss among students, including vulnerable populations
2. Providing mental health services and supports
3. Additional personnel and staff for academic interventions
4. Providing additional instructional materials/resources and educational technology for students
5. More teacher professional development to address learning loss

In addition to the focus groups, we also distributed a survey to our community members through email, text message, Facebook, and Twitter. We also specifically reached out to those groups who were not in our immediate community via email, asking for their input on the survey, as well. Those groups included Tribal members (of all families of Native American heritage and tribal employees), Civil Rights/Disability Rights organizations (Kansas Action for Children and United Way), and representatives from various groups including children with disabilities.

We did not receive a large number of responses of surveys; however, we were encouraged by the 230 responses we did receive. The breakdown included 148 parents, 73 district staff, 11 community members, and 38 student responses. The responses were thoughtful in their comments, and interestingly enough, mirrored the results of the focus groups.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

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**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

After the 2020-21 COVID school year, we had anticipated the 2021-22 school year to be a back to normal year. We were excited to get back in the swing of things and return to school as we knew it; however, COVID had other plans. The Omicron surge sent a wave of illnesses and long absences through our school district. Masks were mandatory again, and we added COVID testing measures called "Test to Stay and Learn" to keep students and staff in school as much as possible. We struggled to find substitute teachers when our staff members were out sick, which disrupted learning.

Compounding the obvious COVID Omicron concerns, learning loss and mental health issues continued to grow. At times, it felt like we were taking one step forward and 10 steps back. All of the plans for instruction and interventions had to be reevaluated. We had to reevaluate, restructure, and be more intentional in dealing with the significant learning loss and magnified mental health issues. It will be a long road to normalcy, but we are committed to making a full recovery and growing and healing academically and mentally.

Our data shows that 52% of students met their MAP growth goal in Reading, and 51% of students met their MAP growth goal in Math. This data is well below our goal, but we have developed strategies to improve our data.

We had developed MTSS plans in each building prior to COVID and were excited about our progress. Since COVID, we have had to address a lot of challenges and significant learning loss. We have reevaluated our MTSS plans for all buildings and are beginning to implement these changes.

We have reevaluated our MTSS plans for all buildings and are beginning to implement these changes. At TES, Braves Support Period has undergone changes, and based upon what we have seen this year, we have made even more changes to provide more time for both reading and math interventions, as well as dedicated time for social emotional interventions. This affects approximately 850 students.

At TMS, we have also reformatted our Warrior Time to be intentional with interventions. We have also intensified our reading and math intervention classes. This affects approximately 440 students.

At THS, we have developed Chieftain Time for interventions, and next year will be adding reading and math labs for more intensive intervention. This affects approximately 650 students.

At all buildings, we underestimated the learning loss and were not as intentional at filling the gaps from the prior year's loss from COVID. Additionally, students returned with new behaviors including lack of motivation, lack of responsibility, and intense social and emotional issues. This resulted in even more learning loss and setbacks from prior years' achievements. 52% of students responded favorably on the Panorama screener in the area of Grit. 50% of students responded favorably in the area of Self-Efficacy.

This data is well below our goal, but we have developed strategies to improve our data.

Just prior to COVID, we had assembled a new SEL Committee and had just begun to undertake completely building our SEL from the ground up.

When we were back to in person learning, the SEL committee reassembled and ramped up our efforts. We adopted Panorama as our universal screener and used the 2020-21 school year as our pilot year. This school year, we have administered a Fall and Spring Panorama screener, and students and staff have become more comfortable using Panorama. Knowing the social and emotional challenges that were intensified and magnified by COVID, The SEL committee has worked very hard to rebuild from the ground up. The committee has used CASEL Districtwide Action Planning and had developed a mission, vision, short term and long term goals, conducted a needs assessment for resources, adopted curriculum and interventions, established building expectations and schedules for SEL, continuous improvement plan, and sustainability. We are excited about the improvements and look forward to working hard and seeing positive results.

While we had begun this work with our SEL committee prior to COVID, we feel that COVID really exposed intensified and magnified social and emotional issues. This gave us extra motivation and drive to work toward successful implementation of our SEL rebuilding plan.

**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)**

Tonganoxie USD 464 will address the academic impact of lost instructional time through the implementation of evidence-based interventions in several ways, including through staffing and programs.

Addressing loss of instructional time solely during the school day is not sufficient to close gaps, therefore, we are implementing summer school and after school programs to provide additional time to address these learning gaps. Funds are being used to pay staff to implement the summer and after school programs, provide for professional development for staff, and provide for transportation for the students to and from those programs.

Summer school and after school programs are evidence-based programs that show impact on student learning and progress. Students participating in these programs are showing greater improvement in academics than their peers who do not participate in these programs. At the beginning of each session, NWEA MAP scores are analyzed, and students are placed in groups based on their learning gaps/needs. Progress is monitored through MAP tests, and groups are adjusted based on progress and skills attained. This year, we invested in an Edmentum program called Exact Path. Exact Path uses MAP scores and creates a learning path, specifically designed for each student. Exact Path diagnoses a student's specific strengths and needs, remediates at the first signs of struggle, and analyzes data to drive targeted tiered instruction. We are using Exact Path in combination with our "walk-to-intervention" model, so students receive a combination of small group, individual, in person, and computer based interventions. Exact Path is currently being used with students in grades 4-12. PreK-3rd grade teachers are currently using the knowledge they are gaining in the LETRS training to provide interventions for their students to master the fundamentals of reading, including phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

Edmentum Exact Path Research Link:

<https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20-%20School%20Closures%20Whitepaper.pdf>

LETRS Research Link:

[https://www.lexialearning.com/user\\_area/content\\_media/raw/LexiaLETRSEfficacyResearch.pdf](https://www.lexialearning.com/user_area/content_media/raw/LexiaLETRSEfficacyResearch.pdf)

PLC+ Research Link:

<https://files.eric.ed.gov/fulltext/EJ1194725.pdf>

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Additional ESSER III funds are being spent to address social and emotional needs, including hiring additional counselors and school social workers to provide the needed SEL interventions.

Funds are also being used to fund building subs. These subs report to the school every day of the school year and are placed where needed each day. We are feeling the effects of the substitute shortage, and are finding it increasingly more difficult to fill open sub positions every day. These buildings subs help ease that burden.

Funds are also being used to provide Premium Pay for our teachers. Teachers have had to go above and beyond to meet the increasing needs during the pandemic and during the aftermath of the pandemic. These activities go beyond the teacher contract responsibilities and have been contributing to increased teacher shortages and teachers leaving the profession at an alarming rate. The Premium Pay has helped to ease the frustrations and mental and physical exhaustion of our teachers.

**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 to address the academic impact of lost instructional time, social, emotional, and mental health needs of students will be measured in several ways. Our Board of Education and our admin team has met several times to discuss our data, where we are now, and where we want to be. We are taking a “back to basics” approach and are really digging in to data AND are utilizing the data for improvement. We are presenting and examining data at each Board of Education meeting so that we are all holding ourselves accountable.

We had unfortunately assumed that our staff had all the knowledge on how to look at data, analyze the data, and use it to inform their instruction. Once we realized what our staff didn’t know, we developed a professional development plan to go back to the basics and learn what data do we have, how do we read and understand it, and how do we use it to inform and change our instruction. We will continue this professional development planning with our admin team next year and in future years to provide exactly what our teachers need so they can provide exactly what our students need.

As part of learning to analyze data and use it to inform instruction, we have begun working with Corwin to provide PLC+ training for our staff. This training is evidence based, intensive, collaborative, job-embedded, data-driven, and classroom focused. The training:

- Involves external experts
- Deeply engages teachers
- Challenges teachers’ existing beliefs
- Is evidenced by teachers talking to each other about teaching
- Has exemplary school leadership that supports teachers’ opportunities to learn and provides opportunities within the school structure for this to happen

We are also investing in the evidence-based LETRS training for our 4th and 5th grade teachers, based on the impact of the training we have seen in our PreK-3rd grade teachers. This intensive 2-year training is an investment in teachers’ literacy knowledge and professional practice. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning. LETRS teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. We feel this is vital for all of our elementary teachers to have this solid foundation in reading instruction in evidence-based programs.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$1,409,887	\$0	\$1,409,887
Approved Total	\$0	\$0	\$0
Amount Left	\$1,409,887	\$0	\$1,409,887
In Review Total	\$1,409,887	\$0	\$1,409,887
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$281,978
Approved Total	\$0
Amount Still Needed	\$281,978
In Review Total	\$787,958
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
464-3-0001	Direct	False	1000	610	10	\$3,300	Task Force Review
464-3-0002	Direct	False	2600	610	7	\$1,275	Task Force Review
464-3-0003	Direct	False	2600	610	7	\$30	Task Force Review
464-3-0004	Direct	False	2600	610	16	\$2,883	Task Force Review
464-3-0005	Direct	False	1000	110	12	\$108,392	Task Force Review
464-3-0006	Direct	False	1000	110	12	\$97,621	Task Force Review
464-3-0007	Direct	False	1000	110	12	\$110,876	Task Force Review
464-3-0008	Direct	False	1000	112	16	\$103,251	Task Force Review
464-3-0009	Direct	True	1000	120	12	\$9,000	Task Force Review
464-3-0010	Direct	True	1000	120	12	\$3,750	Task Force Review
464-3-0011	Direct	True	1000	120	12	\$6,000	Task Force Review
464-3-0012	Direct	False	1000	213	16	\$107	Task Force Review
464-3-0013	Direct	False	1000	213	16	\$11,786	Task Force Review
464-3-0014	Direct	False	1000	213	16	\$5,727	Task Force Review
464-3-0015	Direct	False	1000	220	16	\$9,056	Task Force Review
464-3-0016	Direct	False	1000	220	16	\$7,363	Task Force Review
464-3-0017	Direct	False	1000	220	16	\$8,343	Task Force Review
464-3-0018	Direct	False	1000	220	16	\$126	Task Force Review
464-3-0019	Direct	False	1000	290	16	\$218	Task Force Review
464-3-0020	Direct	False	1000	290	16	\$101	Task Force Review
464-3-0021	Direct	False	1000	290	16	\$117	Task Force Review
464-3-0022	Direct	False	1000	290	16	\$2	Task Force Review
464-3-0023	Direct	False	2130	110	16	\$750	Task Force Review
464-3-0024	Direct	False	2130	110	16	\$750	Task Force Review
464-3-0025	Direct	False	2130	110	16	\$750	Task Force Review
464-3-0026	Direct	False	2130	213	16	\$18	Task Force Review
464-3-0027	Direct	False	2130	220	16	\$57	Task Force Review
464-3-0028	Direct	False	2130	220	16	\$57	Task Force Review
464-3-0029	Direct	False	2130	220	16	\$57	Task Force Review
464-3-0030	Direct	False	2130	290	16	\$1	Task Force Review



464-3-0031	Direct	False	2130	290	16	\$1	Task Force Review
464-3-0032	Direct	False	2130	290	16	\$1	Task Force Review
464-3-0033	Direct	False	2400	110	16	\$32,917	Task Force Review
464-3-0034	Direct	False	2400	220	16	\$2,518	Task Force Review
464-3-0035	Direct	False	2400	290	16	\$258	Task Force Review
464-3-0036	Direct	False	2500	120	16	\$6,000	Task Force Review
464-3-0037	Direct	False	2500	220	16	\$459	Task Force Review
464-3-0038	Direct	False	2500	290	16	\$106	Task Force Review
464-3-0039	Direct	False	2600	120	16	\$15,750	Task Force Review
464-3-0040	Direct	False	2600	220	16	\$1,203	Task Force Review
464-3-0041	Direct	False	2600	290	16	\$16	Task Force Review
464-3-0042	Direct	True	2700	120	11A	\$21,529	Task Force Review
464-3-0043	Direct	False	2700	220	11A	\$1,647	Task Force Review
464-3-0044	Direct	False	2700	290	11A	\$421	Task Force Review
464-3-0045	Direct	False	2900	110	16	\$1,125	Task Force Review
464-3-0046	Direct	False	2900	110	16	\$1,375	Task Force Review
464-3-0047	Direct	False	2900	220	16	\$86	Task Force Review
464-3-0048	Direct	False	2900	220	16	\$105	Task Force Review
464-3-0049	Direct	False	2900	290	16	\$1	Task Force Review
464-3-0050	Direct	False	2900	290	16	\$1	Task Force Review
464-3-0051	Direct	True	3120	120	11A	\$14,550	Task Force Review
464-3-0052	Direct	False	3120	220	11A	\$1,113	Task Force Review
464-3-0053	Direct	False	3120	290	11A	\$115	Task Force Review
464-3-0054	Direct	True	1000	110	12	\$83,697	Task Force Review
464-3-0055	Direct	True	1000	110	12	\$83,697	Task Force Review
464-3-0056	Direct	True	1000	110	12	\$83,697	Task Force Review
464-3-0057	Direct	False	1000	112	16	\$83,697	Task Force Review
464-3-0058	Direct	True	1000	120	12	\$83,697	Task Force Review
464-3-0059	Direct	True	1000	120	12	\$83,697	Task Force Review
464-3-0060	Direct	True	1000	120	12	\$83,697	Task Force Review
464-3-0061	Direct	True	1000	610	12	\$145,338	Task Force Review
464-3-0062	Direct	True	1000	610	12	\$33,346	Task Force Review
464-3-0063	Direct	True	1000	610	12	\$51,269	Task Force Review
464-3-0064	Direct	True	1000	610	12	\$994	Task Force Review

## Line Item Details

Line Item ID: 464-3-0001

**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**

Curriculum

**Account Number**

71 E 1000 610 0003 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Core Project is an experience-Based Social-Emotional Learning for Middle School. Core Lessons develop five identified SEL competencies: self-management, self-awareness, social awareness, responsible decision making, and relationship skills. Facilitated by the classroom teacher, Core Lessons provide opportunities for students to practice skills weekly in safe and supportive classroom environment. Social-emotional learning is essential for managing emotions and problem-solving. It equips an individual with the ability to deal with difficulties that may arise throughout their life and the ability to build relationships and navigate the community they live in. But amid the pandemic, millions of students lost socialization and structure because of disrupted daily life, including invaluable interactions and expectations from their participation in school, afterschool and summer programming, and other extracurricular activities. These barriers illuminated an urgent and often unmet need for accessible social-emotional learning supports.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,300
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,300</u>

**Status**

Task Force Review

Line Item ID: 464-3-0002

**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**

PPE

**Account Number**

71 E 2600 610 0005 000

**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**

Masks were purchased for staff and students. Masking is a critical public health tool and it is important to remember that any mask is better than no mask. Masks per purchased to ensure students were wearing the most protective mask possible that fits well and that were worn consistently.

Wearing a high-quality mask along with vaccination, self-testing, and physical distancing, helps protect self and others by reducing the chance of spreading COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,275
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,275</u>

**Status**

Task Force Review

Line Item ID: 464-3-0003

**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**

PPE

**Account Number**

71 E 2600 610 0005 000

**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**

Dynarex sharps container- medical waste

The medical waste containers were purchased to dispose of COVID test materials in a safe manner.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30</u>

**Status**

Task Force Review

Line Item ID: 464-3-0004

**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**

PPE

**Account Number**

71 E 2600 610 0005 000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

welding helmets

25 Additional welding helmets were purchased so students would not have to share helmets and spread COVID more rapidly. The additional helmets were used to ensure each welding student had his/her own helmet during the class period to eliminate sharing of germs. At the end of the period, helmets could then be disinfected so the next class period could wear them without spreading germs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,883
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,883</u>

**Status**

Task Force Review

Line Item ID: 464-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries TES

**Account Number**

71 E 1000 110 0001 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**

Salaries Certified Tonganoxie Elementary School

Premium Pay for COVID at \$750 each for approximately 145 staff

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$108,392
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$108,392</u>

**Status**

Task Force Review

Line Item ID: 464-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries TMS

**Account Number**

71 E 1000 110 0002 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**

SALARIES CERTIFIED Tonganoxie Middle School  
 Premium pay for COVID for approximately 130 staff at \$750 each.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$97,621
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$97,621</u>

**Status**

Task Force Review

Line Item ID: 464-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries THS

**Account Number**

71 E 1000 110 0003 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**

SALARIES CERTIFIED Tonganoxie High School  
 Premium pay for COVID for approximately 148 staff at \$750 each.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$110,876
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$110,876</u>

**Status**

Task Force Review

Line Item ID: 464-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries Sub

**Account Number**

71 E 1000 112 0005 000

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARIES SUBSTITUTE CERT

Building subs were hired via Morgan Hunter to fill certified positions when teachers were absent due to COVID. This was a significant need due to the large increase in absences due to COVID.

We hired 6 full time substitutes (2 per building). The daily sub rate, including the fee to Morgan Hunter sub service was \$218.40.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$103,251
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$103,251</u>

**Status**

Task Force Review

Line Item ID: 464-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries Non cert TES

**Account Number**

71 E 1000 120 0001 000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARIES NON CERTIFIED Tonganoxie Elementary School

Additional pay for extra time outside of the contract day/year was paid to 12 classified staff, specifically paraeducators. This pay was for intensive remedial instruction for learning loss due to COVID and was for after school and summer instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

Line Item ID: 464-3-0010

**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**

Salaries Non cert TMS

**Account Number**

71 E 1000 120 0002 000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARIES NON CERTIFIED Tonganoxie Middle School

Additional pay for extra time outside of the contract day/year was paid to 5 classified staff, specifically paraeducators. This pay was for intensive remedial instruction for learning loss due to COVID and was for after school and summer instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,750
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Task Force Review

Line Item ID: 464-3-0011

**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**

Salaries Non cert THS

**Account Number**

71 E 1000 120 0003 000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARIES NON CERTIFIED Tonganoxie High School

Additional pay for extra time outside of the contract day/year was paid to 8 classified staff, specifically paraeducators. This pay was for intensive remedial instruction for learning loss due to COVID and was for after school and summer instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 464-3-0012

**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**

Emp Ins TES

**Account Number**

71 E 1000 213 0001 000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYEE INSURANCE- TONGANOXIE ELEMENTARY SCHOOL

Benefits associated with additional pay for staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$107
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$107</u>

**Status**

Task Force Review

Line Item ID: 464-3-0013

**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**

Emp Ins TMS

**Account Number**

71 E 1000 213 0002 000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYEE INSURANCE TONGANOXIE MIDDLE SCHOOL

Benefits associated with additional pay for staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$11,786
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,786</u>

**Status**

Task Force Review

Line Item ID: 464-3-0014



**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**

Emp Ins THS

**Account Number**

71 E 1000 213 0003 000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYEE INSURANCE TONGANOXIE HIGH SCHOOL

Benefits associated with additional pay for staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,727
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,727</u>

**Status**

Task Force Review

Line Item ID: 464-3-0015

**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**

Soc Sec TES

**Account Number**

71 E 1000 220 0001 000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOCIAL SECURITY TONGANOXIE ELEMENTARY SCHOOL

Benefits associated with additional pay for staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,056
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,056</u>

**Status**

Task Force Review

Line Item ID: 464-3-0016

**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**

Soc Sec TMS

**Account Number**

71 E 1000 220 0002 000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOCIAL SECURITY TONGANOXIE MIDDLE SCHOOL

Benefits associated with additional pay for staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,363
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,363</u>

**Status**

Task Force Review

Line Item ID: 464-3-0017

**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**

Soc Sec THS

**Account Number**

71 E 1000 220 0003 000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOCIAL SECURITY TONGANOXIE HIGH SCHOOL

Benefits associated with additional pay for staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,343
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,343</u>

**Status**

Task Force Review

Line Item ID: 464-3-0018

**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**

Soc Sec D

**Account Number**

71 E 1000 220 0005 000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOCIAL SECURITY

Benefits associated with additional pay for approximately 20 staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$126
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$126</u>

**Status**

Task Force Review

Line Item ID: 464-3-0019

**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**

U/E TES

**Account Number**

71 E 1000 290 0001 000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment Tonganoxie Elementary School

Benefits associated with additional pay for approximately 20 staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$218
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$218</u>

**Status**

Task Force Review

Line Item ID: 464-3-0020

**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**

U/E TMS

**Account Number**

71 E 1000 290 0002 000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment Tonganoxie Middle School

Benefits associated with additional pay for approximately 8 staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$101
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$101</u>

**Status**

Task Force Review

Line Item ID: 464-3-0021

**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**

U/E THS

**Account Number**

71 E 1000 290 0003 000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment Tonganoxie High School

Benefits associated with additional pay for approximately 6 staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$117
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$117</u>

**Status**

Task Force Review

Line Item ID: 464-3-0022

**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**

U/E D

**Account Number**

71 E 1000 290 0005 000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment

Benefits associated with additional pay for 2 staff providing intensive remedial instruction for learning loss due to COVID, during after school and summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2

**Status**

Task Force Review

Line Item ID: 464-3-0023

**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**

Salary Nurse TES

**Account Number**

71 E 2130 110 0001 000

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARY NURSE Tonganoxie Elementary School

Additional pay for extra time outside of the contract day/year was paid to 1 school nurse. This pay was for increased workload due to COVID testing and a large increase in students and staff presenting illnesses during the school year. Nurses also worked additional time to help develop health and safety protocols, procedures, handbooks, documents, forms, entering COVID test results into the state database, and reporting to KDHE, KSDE, and the Board of Education.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$750

**Status**

Task Force Review

Line Item ID: 464-3-0024

**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**

Salary Nurse TMS

**Account Number**

71 E 2130 110 0002 000

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARY NURSE Tonganoxie Middle School

Additional pay for extra time outside of the contract day/year was paid to 1 school nurse. This pay was for increased workload due to COVID testing and a large increase in students and staff presenting illnesses during the school year. Nurses also worked additional time to help develop health and safety protocols, procedures, handbooks, documents, forms, entering COVID test results into the state database, and reporting to KDHE, KSDE, and the Board of Education.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$750</u>

**Status**

Task Force Review

Line Item ID: 464-3-0025

**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**

Salary Nurse THS

**Account Number**

71 E 2130 110 0003 000

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARY NURSE Tonganoxie High School

Additional pay for extra time outside of the contract day/year was paid to 1 school nurse. This pay was for increased workload due to COVID testing and a large increase in students and staff presenting illnesses during the school year. Nurses also worked additional time to help develop health and safety protocols, procedures, handbooks, documents, forms, entering COVID test results into the state database, and reporting to KDHE, KSDE, and the Board of Education.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$750</u>

**Status**

Task Force Review

Line Item ID: 464-3-0026

**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**

Emp Ins Nurse TMS

**Account Number**

71 E 2130 213 0002 000

**Function Code**

2130 - Health Services

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EMPLOYEE INSURANCE NURSE TONGANOXIE MIDDLE SCHOOL

Benefits associated with additional pay for 1 nursing staff providing additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18</u>

**Status**

Task Force Review

Line Item ID: 464-3-0027

**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**

Soc Sec Nurse TES

**Account Number**

71 E 2130 220 0001 000

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOC SEC NURSE TONGANOXIE ELEMENTARY SCHOOL

Benefits associated with additional pay for 1 nursing staff providing additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$57
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$57</u>

**Status**

Task Force Review

Line Item ID: 464-3-0028

**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**

Soc Sec Nurse TMS

**Account Number**

71 E 2130 220 0002 000

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOC SEC NURSE TONGANOXIE MIDDLE SCHOOL

Benefits associated with additional pay for 1 nursing staff providing additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$57
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$57</u>

**Status**

Task Force Review

Line Item ID: 464-3-0029



**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**

Soc Sec Nurse THS

**Account Number**

71 E 2130 220 0003 000

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOC SEC NURSE TONGANOXIE HIGH SCHOOL

Benefits associated with additional pay for 1 nursing staff providing additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$57
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$57</u>

**Status**

Task Force Review

Line Item ID: 464-3-0030

**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**

U/E E Nurse TES

**Account Number**

71 E 2130 290 0001 000

**Function Code**

2130 - Health 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**

Unemployment NURSE TONGANOXIE ELEMENTARY SCHOOL

Benefits associated with additional pay for 1 nursing staff providing additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1</u>

**Status**

Task Force Review

Line Item ID: 464-3-0031

**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**

U/E E Nurse TMS

**Account Number**

71 E 2130 290 0002 000

**Function Code**

2130 - Health 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**

Unemployment NURSE TONGANOXIE MIDDLE SCHOOL

Benefits associated with additional pay for 1 nursing staff providing additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1

**Status**

Task Force Review

Line Item ID: 464-3-0032

**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**

U/E E Nurse THS

**Account Number**

71 E 2130 290 0003 000

**Function Code**

2130 - Health 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**

Unemployment NURSE TONGANOXIE HIGH SCHOOL

Benefits associated with additional pay for 1 nursing staff providing additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1

**Status**

Task Force Review

Line Item ID: 464-3-0033

**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**

Sal School School ADMIN

**Account Number**

71 E 2400 110 0005 000

**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**

SALARIES SCHOOL ADMIN

TONGANOXIE ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

Additional pay for extra time outside of the contract day/year was paid to 10 administrators. This pay was for developing intensive remedial instruction for learning loss due to COVID during after school and summer. This was also for the additional time spent for COVID related duties including developing health and safety protocols, procedures, handbooks, documents, forms, and reporting to KDHE, KSDE, and the Board of Education.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$32,917
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$32,917

**Status**

Task Force Review

Line Item ID: 464-3-0034

**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**

Soc Security School ADMIN

**Account Number**

71 E 2400 220 0005 000

**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**

SOCIAL SECURITY SCHOOL ADMIN

Benefits associated with additional pay for 10 administrative staff for additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,518
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2,518

**Status**

Task Force Review

Line Item ID: 464-3-0035

**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**

U/E E School ADMIN

**Account Number**

71 E 2400 290 0005 000

**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**

Unemployment SCHOOL ADMIN

Benefits associated with additional pay for 10 administrative staff for additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$258
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$258</u>

**Status**

Task Force Review

Line Item ID: 464-3-0036

**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**

Sal Central Central SERVICES

**Account Number**

71 E 2500 120 0005 000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARIES CENTRAL SERVICES

Additional pay for extra time outside of the contract day/year was paid to 7 central office staff, including coordinators. This pay was for the additional time spent for COVID related duties including developing health and safety protocols, procedures, handbooks, documents, forms, and reporting to KDHE, KSDE, and the Board of Education.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 464-3-0037

**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**

Soc Sec Central SERVICES

**Account Number**

71 E 2500 220 0005 000

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOC SEC CENTRAL SERVICES

Benefits associated with additional pay for 7 central office coordinators for additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$459
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$459

**Status**

Task Force Review

Line Item ID: 464-3-0038

**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**

U/E E Central SERVICES

**Account Number**

71 E 2500 290 0005 000

**Function Code**

2500 - Central Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment CENTRAL SERVICES

Benefits associated with additional pay for 7 central office coordinators for additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$106
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$106

**Status**

Task Force Review

Line Item ID: 464-3-0039

**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**

Sal Cust Cust MAINT

**Account Number**

71 E 2600 120 0005 000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARIES CUST/MAINT

Additional pay 22 staff for extra time and duties related to cleaning, sanitizing, and disinfecting school buildings. This pay was also for the additional time spent for COVID related duties including developing health and safety protocols, procedures.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,750
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,750</u>

**Status**

Task Force Review

Line Item ID: 464-3-0040

**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**

Soc Sec Cust MAINT

**Account Number**

71 E 2600 220 0005 000

**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**

SOC SEC CUST/MAINT

Benefits associated with additional pay for 22 custodial staff for additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,203
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,203</u>

**Status**

Task Force Review

Line Item ID: 464-3-0041

**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**

U/E E Cust MAINT

**Account Number**

71 E 2600 290 0005 000

**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**

Unemployment CUST/MAINT

Benefits associated with additional pay for 22 custodial staff for additional work, services, and time for COVID related protocols.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16</u>

**Status**

Task Force Review

Line Item ID: 464-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Bus Driver Driver SALARIES

**Account Number**

71 E 2700 120 0005 000

**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**

BUS DRIVER SALARIES

Additional pay for 10 extra bus routes for students to attend after school and summer programs for intensive remedial instruction for learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,529
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,529</u>

**Status**

Task Force Review

Line Item ID: 464-3-0043

**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**

Soc Sec Bus DRIVERS

**Account Number**

71 E 2700 220 0005 000

**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**

SOC SEC BUS DRIVERS

Benefits associated with additional pay for 10 extra bus routes for students to attend after school and summer programs for intensive remedial instruction for learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,647
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,647</u>

**Status**

Task Force Review

Line Item ID: 464-3-0044

**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**

U/E E Bus DRIVERS

**Account Number**

71 E 2700 290 0005 000

**Function Code**

2700 - Student Transportation Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment BUS DRIVERS

Benefits associated with additional pay for 10 extra bus routes for students to attend after school and summer programs for intensive remedial instruction for learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$421
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$421</u>

**Status**

Task Force Review

Line Item ID: 464-3-0045



**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**

Sal Extra Duty TMS

**Account Number**

71 E 2900 110 0002 000

**Function Code**

2900 - Other Support Services (would include room and board for Special Education 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**

SALARIES EXTRA DUTY TONGANOXIE MIDDLE SCHOOL

Additional pay for 10 staff for extra duties due to COVID for reducing class sizes, extending lunch times to create smaller groups of students for social distancing, taking temperatures, monitoring social distancing, and providing additional tutoring during plan times or other time for learning loss due to COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,125**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,125**Status**

Task Force Review

Line Item ID: 464-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Sal Extra Duty THS

**Account Number**

71 E 2900 110 0003 000

**Function Code**

2900 - Other Support Services (would include room and board for Special Education 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**

SALARIES EXTRA DUTY TONGANOXIE HIGH SCHOOL

Additional pay for 10 staff for extra duties due to COVID for reducing class sizes, extending lunch times to create smaller groups of students for social distancing, taking temperatures, monitoring social distancing, and providing additional tutoring during plan times or other time for learning loss due to COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,375**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,375**Status**

Task Force Review

Line Item ID: 464-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Soc Sec Duty TMS

**Account Number**

71 E 2900 220 0002 000

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOC SEC EXTRA DUTY Tonganoxie Middle School

Benefits associated with additional pay for 10 staff for extra duties due to COVID for reducing class sizes, extending lunch times to create smaller groups of students for social distancing, taking temperatures, monitoring social distancing, and providing additional tutoring during plan times or other time for learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$86
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$86</u>

**Status**

Task Force Review

Line Item ID: 464-3-0048

**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**

Soc Security Duty THS

**Account Number**

71 E 2900 220 0003 000

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOCIAL SECURITY EXTRA DUTY Tonganoxie High School

Benefits associated with additional pay for 10 staff for extra duties due to COVID for reducing class sizes, extending lunch times to create smaller groups of students for social distancing, taking temperatures, monitoring social distancing, and providing additional tutoring during plan times or other time for learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$105
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$105</u>

**Status**

Task Force Review

Line Item ID: 464-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

U/E E Duty TMS

**Account Number**

71 E 2900 290 0002 000

**Function Code**

2900 - Other Support Services (would include room and board for Special Education 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**

Unemployment EXTRA DUTY Tonganoxie Middle School

Benefits associated with additional pay for 10 staff for extra duties due to COVID for reducing class sizes, extending lunch times to create smaller groups of students for social distancing, taking temperatures, monitoring social distancing, and providing additional tutoring during plan times or other time for learning loss due to COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Task Force Review

Line Item ID: 464-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

U/E E Duty THS

**Account Number**

71 E 2900 290 0003 000

**Function Code**

2900 - Other Support Services (would include room and board for Special Education 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**

Unemployment EXTRA DUTY Tonganoxie High School

Benefits associated with additional pay for 10 staff for extra duties due to COVID for reducing class sizes, extending lunch times to create smaller groups of students for social distancing, taking temperatures, monitoring social distancing, and providing additional tutoring during plan times or other time for learning loss due to COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1**Status**

Task Force Review

Line Item ID: 464-3-0051

**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**

Sal Non Certified KITCHEN

**Account Number**

71 E 3120 120 0005 000

**Function Code**3120 - Food Preparation and  
Dispensing 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**

SALARIES NON CERTIFIED KITCHEN

Additional pay for 5 kitchen staff to prepare meals for students to attend summer programs for intensive remedial instruction for learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,550
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,550</u>

**Status**

Task Force Review

Line Item ID: 464-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Soc Sec Sec KITCHEN

**Account Number**

71 E 3120 220 0005 000

**Function Code**3120 - Food Preparation and  
Dispensing 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**

SOC SEC KITCHEN

Benefits associated with additional pay for 5 kitchen staff to prepare meals for students to attend summer programs for intensive remedial instruction for learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,113
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,113</u>

**Status**

Task Force Review

Line Item ID: 464-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

U/E E E KITCHEN

**Account Number**

71 E 3120 290 0005 000

**Function Code**3120 - Food Preparation and  
Dispensing Services**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment KITCHEN

Benefits associated with additional pay for 5 kitchen staff to prepare meals for students to attend summer programs for intensive remedial instruction for learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$115
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Task Force Review

Line Item ID: 464-3-0054

**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**

Salaries TES

**Account Number**

71 E 1000 110 0001 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**

Salaries Certified Tonganoxie Elementary School

Additional pay for extra time outside of the contract day/year was paid to 13 certified teachers. This pay was for intensive remedial instruction for learning loss due to COVID and was for after school and summer instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$41,134
<b>Budgeted Expenditures in SFY 2024</b>	\$42,563
<b>Total Expenditures</b>	<u>\$83,697</u>

**Status**

Task Force Review

Line Item ID: 464-3-0055

**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**

Salaries TMS

**Account Number**

71 E 1000 110 0002 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**

SALARIES CERTIFIED Tonganoxie Middle School

Additional pay for extra time outside of the contract day/year was paid to 13 certified teachers. This pay was for intensive remedial instruction for learning loss due to COVID and was for after school and summer instruction.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$41,134**Budgeted Expenditures in SFY 2024** \$42,563**Total Expenditures** \$83,697**Status**

Task Force Review

Line Item ID: 464-3-0056

**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**

Salaries THS

**Account Number**

71 E 1000 110 0003 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**

SALARIES CERTIFIED Tonganoxie High School

Additional pay for extra time outside of the contract day/year was paid to 13 certified teachers. This pay was for intensive remedial instruction for learning loss due to COVID and was for after school and summer instruction.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$41,134**Budgeted Expenditures in SFY 2024** \$42,563**Total Expenditures** \$83,697**Status**

Task Force Review

Line Item ID: 464-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries Sub

**Account Number**

71 E 1000 112 0005 000

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARIES SUBSTITUTE CERT

4 Building subs were hired to fill certified positions when teachers were absent due to COVID. This was a significant need due to the large increase in absences due to COVID. We contracted with Morgan Hunter and paid a total of \$20,925 for each sub.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$41,134
<b>Budgeted Expenditures in SFY 2024</b>	\$42,563
<b>Total Expenditures</b>	<u>\$83,697</u>

**Status**

Task Force Review

Line Item ID: 464-3-0058

**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**

Salaries Non cert TES

**Account Number**

71 E 1000 120 0001 000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARIES NON CERTIFIED Tonganoxie Elementary School

Additional pay for extra time outside of the contract day/year was paid to 10 classified staff, specifically paraeducators. This pay was for intensive remedial instruction for learning loss due to COVID and was for after school and summer instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$41,134
<b>Budgeted Expenditures in SFY 2024</b>	\$42,563
<b>Total Expenditures</b>	<u>\$83,697</u>

**Status**

Task Force Review

Line Item ID: 464-3-0059

**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**

Salaries Non cert TMS

**Account Number**

71 E 1000 120 0002 000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARIES NON CERTIFIED Tonganoxie Middle School

Additional pay for extra time outside of the contract day/year was paid to 10 classified staff, specifically paraeducators. This pay was for intensive remedial instruction for learning loss due to COVID and was for after school and summer instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$41,134
<b>Budgeted Expenditures in SFY 2024</b>	\$42,563
<b>Total Expenditures</b>	<u>\$83,697</u>

**Status**

Task Force Review

Line Item ID: 464-3-0060

**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**

Salaries Non cert THS

**Account Number**

71 E 1000 120 0003 000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SALARIES NON CERTIFIED Tonganoxie High School

Additional pay for extra time outside of the contract day/year was paid to 10 classified staff, specifically paraeducators. This pay was for intensive remedial instruction for learning loss due to COVID and was for after school and summer instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$41,134
<b>Budgeted Expenditures in SFY 2024</b>	\$42,563
<b>Total Expenditures</b>	<u>\$83,697</u>

**Status**

Task Force Review

Line Item ID: 464-3-0061



**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**

PD Learning Loss- Literacy

**Account Number**

71 E 1000 610 0003 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

LETRS training

This evidence based intensive 2-year training is an investment in teachers' literacy knowledge and professional practice. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning. LETRS teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. This directly addresses the learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$145,338
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$145,338</u>

**Status**

Task Force Review

Line Item ID: 464-3-0062

**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**

Curriculum

**Account Number**

71 E 1000 610 0003 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need****Exact Path**

Exact Path is an evidence based program that uses MAP scores and creates a learning path, specifically designed for each student. Exact Path diagnoses a student's specific strengths and needs, remediates at the first signs of struggle, and analyzes data to drive targeted tiered instruction. We are using Exact Path in combination with our "walk-to-intervention" model, so students receive a combination of small group, individual, in person, and computer based interventions. This directly addresses the learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,346
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$33,346</u>

**Status**

Task Force Review

Line Item ID: 464-3-0063

**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**

PD Learning Loss- data

**Account Number**

71 E 1000 610 0003 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PLC+ training (Professional Learning Communities + Training)

This evidence based training is intensive, collaborative, job-embedded, data-driven, and classroom focused. The Building Leadership Teams's will be the catalyst to drive this initiative in their buildings. The training:

- Involves external experts
- Deeply engages teachers
- Challenges teachers' existing beliefs
- Is evidenced by teachers talking to each other about teaching
- Has exemplary school leadership that supports teachers' opportunities to learn and provides opportunities within the school structure for this to happen

This directly addresses the learning loss due to COVID.

This training is for all buildings in the district, including Tonganoxie Elementary, Tonganoxie Middle, and Tonganoxie High School and will involve all staff members in Unified School District 464 Tonganoxie.

<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>	\$28,617
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<b>Budgeted Expenditures in SFY 2024</b>	\$22,652
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<b>Total Expenditures</b>	\$51,269
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**Status**

Task Force Review

Line Item ID: 464-3-0064

**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**

PD Learning Loss- data

**Account Number**

71 E 1000 610 0003 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Learning Communities + Training materials

Supplies and materials to be used in PCL+ training, an evidence based training for teachers to directly address the learning loss due to COVID. Supplies and materials include the following workbooks:

PLC+ Better Decisions and Greater Impact by Design

PLC Playbook- A Hands-On Guide to Collectively Improving Student Learning

PLC+ Activator's Guide

The Teacher Clarity Playbook- A Hands-On Guide to Creating Learning Intentions &amp; Success Criteria for Organized, Effective Instruction

The Success Criteria Playbook- A Hands-On Guide to Making Learning Visible and Measurable

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$994**Total Expenditures** \$994**Status**

Task Force Review

# ESSER III APPLICATION FOR D0496

**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>
Pawnee Heights	100 West Grand, Rozel, KS 67574	P.O. Box 98, Rozel, KS 67574
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Brian Spencer	brianspencer@phtigers.net	(620) 527-4212

## 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>
Brian Spencer	Superintendent	brianspencer@phtigers.net	(620) 527-4212
<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>		
Renee Buntain	reenebuntain@phtigers.net		
<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1362296/Reopening\\_Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1362296/Reopening_Plan.pdf)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The district has hired an additional custodian to provide more cleaning and at a more intensive level than prior to the pandemic.

The district has provided every student and teacher the technology needed to provide remote learning if it is necessary. We have 1:1 student devices district wide and have developed a rotation for new devices.

Additionally, we have purchased the FastBridge program to assist in identifying students that have experienced learning loss due to the pandemic. This program provides universal screenings in math and reading as well as diagnostic reports and progress monitoring. It will help us target specific skills and provide appropriate interventions in the classroom and after school tutoring program. Beyond classroom learning loss, FastBridge is useful for addressing Social and Emotional issues related to the pandemic. My Sabers and Sabers screeners are used to identify Tier 2 & 3 students who need additional support. Our counselor then schedules time with those students. The Choose Love curriculum is the Tier 1 Social Emotional program that is used with all students in the district. To ensure all students have a positive connection with a staff member each student was selected by a teacher to be a "Person of Interest". Teachers go beyond their regular involvement with these selected students to establish a rapport with them beyond typical classroom interaction.

A School Resource Officer is employed on a part-time basis in the district now. Prior to the pandemic there was not a Resource Officer presence in the district.

Summer enrichment opportunities were made available beginning in 2021, and we intend to continue this through the summer of 2023.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

We surveyed each student from grades 7-12. The students completed the survey during their seminar time, and teachers familiar with the survey were available to answer questions and provide clarity if necessary. This survey provided students the opportunity to have input into how best to use the district's ESSER funds to offset the effects of the COVID pandemic on their lives.

### Families

We surveyed our families by email and posted the survey on our webpage so that parents would have the opportunity to provide their input on how to best utilize the ESSER III funds to offset the effects of the COVID-19 pandemic in the Pawnee Heights district.

We had a greater than 52% response rate from our families. (We emailed the survey to the 66 families in the district. Thirty-five responded. - This does not include respondents that are employees and parents.)

The survey stated the purpose of ESSER III is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for our Pawnee Heights students.

### School and District Administrators including Special Education Administration

Through formal administrative meetings both with the Tri-County Special Education Cooperative to which Pawnee Heights belongs, and local Board of Education meetings and Pawnee Heights Administrative Meetings, the district has actively addressed the needs created by the COVID pandemic and the best responses for our district. These formal meetings have provided general guidelines and responses, but informal ongoing discussions between administrators as well as working together in smaller teams has allowed the real work and responses to be implemented. This will be the same process going forward with our ESSER III application and responses.

All areas of the school had the opportunity to share their opinions on how to best serve our students affected by the COVID 19 Pandemic via the Pawnee Heights ESSER III Funds Survey. The principals and superintendent reviewed the survey results, gathered the data, and sought clarification with stakeholders when necessary. The Board of Education is involved in the discussion on a monthly basis, and ultimately approved the application.

We need all input to make sure that we are able to serve our students emotional needs, educational needs and social needs to reduce the effects of the COVID 19 pandemic.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Both formal meetings and informal discussions are important to the flow of information in the Pawnee Heights District. Our small student population makes informal communication possible, and provides meaningful feedback to the formal meetings and surveys conducted.

The Superintendent and Principals meet regularly together as well as with teachers, paras, custodial/maintenance staff, bus drivers and office staff. Some meetings are formal meetings guided by an agenda, and others are informal conversations held with individuals and smaller groups. Although there are not any unions represented in the district, all of the different teams have had the opportunity to express their views on how to best serve our students' needs due to the effects of the COVID-19 pandemic by filling out the USD 496 Pawnee Heights ESSER III Funds Survey. (There are no union members working in the Pawnee Heights district. The district allows representatives from the certified teaching staff to represent the teachers during negotiations, but none of them belong to any union. We did include the selected negotiators in the discussions and they completed surveys.)

## **Tribes**

Four percent of those responding to the USD 496 Pawnee Heights ESSER III Funds Survey identified themselves as Native Americans. The Superintendent reached out directly to a majority of those that identified themselves that way in order to make contact with a local tribe or association. Those conversations confirmed there is not an active tribe, council, or organization in the area. The district feels good about the percent of responses from those that identify as Native American on the survey. We feel they are well represented in the data collected.

## **Civil Rights Organization including Disability Rights Organizations**

We don't have any civil rights organizations or disability rights organizations in Pawnee County. The Larned Chamber of Commerce was asked if there were any organizations operating in Pawnee County and they responded they were not aware of any. Additionally, the City of Larned was contacted and we were provided with a similar answer. There are certainly Civil Rights and Disability Rights contacts listed on the internet in the area, but direct phone calls revealed those are placement offices, or agencies that provide services directly to clients, but they didn't feel qualified to speak about programs or priorities in the Pawnee Heights School District.

Kansas Action for Children and the ACLU of Kansas have been provided a copy of our survey and asked for feedback. At this time we have not had a response to those requests.

The results from our community survey did not have any organizations identify as representing "Civil Rights Organizations"(Including Disability Rights).

## **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 students with disabilities and children in foster care were able to represent themselves by completing their own survey if they were in 7th through 12th grades. Additionally these students are served by our Tri-County Special Education Cooperative. There is a regular monthly meeting of the member Superintendents and the Director. The Tri-County employees working at Pawnee Heights with our students were given surveys to complete. The cooperative is the representative organization for these two groups of students and they make sure that these two groups are served to help alleviate the effects of the COVID-19 pandemic. We do not have any ELL students in the district as per our demographic data that parents complete at enrollment; however, 1% of those completing the survey self identified as representing children who are English Language Learners. We do not have any students incarcerated as per the Pawnee County sheriff.

Six percent of those completing the survey identified as representing children with disabilities. One percent identified as representing children experiencing Homelessness, and one percent stated they represented children in foster care. Two percent identified as representing migratory students.

Eighty four respondents answered the question, "Are you a part of or have a relationship with, any of the following groups in the Pawnee Heights District." Three responses (3.6%) of those 84 responses stated they represented Native Americans. Five (6%) state they represented Children with disabilities. One (1%) represented English Learners. One (1%) represented Children Experiencing Homelessness. One (1%) represented Children in Foster Care. Two (2%) represented Migratory students. The rest marked None/Prefer Not to Answer. There were not any responses from those representing Civil Rights Organizations. (There were 89 surveys completed. Five respondents didn't answer this question.)

## **Provide the public the opportunity to provide input and take such input into account**

The USD 496 Pawnee Heights ESSER III Funds Survey was posted on the Pawnee Heights USD 496 website ([www.phtigers.net](http://www.phtigers.net)) and a phone call was placed to those in the community that have signed up to receive notifications and updates inviting them to complete the survey. (Again, our small numbers allow us to include any community members that want to receive calls from our calling system.)

The results: 39% of the respondents were Parents of current students. 6% were community members that are not parents of current students. 11% were staff members, and 44% were students. No respondents marked "other" on the survey.

Those responding as, "Are you part of or have a relationship with any of the following groups in the Pawnee Heights District" are as follows:

Tribes 4%

Civil rights Organizations 0%

Children with Disabilities 6%

ELL Children 1%

Homeless Children 1%

Children in Foster Care 1%

Migratory Children 2%,

"None / Prefer Not to Say" 87%

None responded to the "Other" option.

The top priorities for the use of the Pawnee Heights USD 496 ESSER III Funds are as follows:

28% Improve the Air Quality in the Buildings.

27% Implementing Targeted Academic Support/Enrichment for Students

20% Adding Additional Classroom Space

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The following data is based on 133 students Pre-K through 12th grade.

In regards to the content area of math the FastBridge Math scores indicate a learning loss. One hundred 2-12th graders took the aMath universal screener with 27% of students scoring in both Tier 2 (18 students) and Tier 3 (9 students). In addition, 31% of students in grades 3-12 are below the benchmark in math automaticity. Therefore, ten students were identified as needing math interventions at the 7-12 grade levels and nineteen students in grades 3-6.

The Kansas Assessment Program (KAP) results in math also indicated a learning loss. For example, 7th grade results decreased from 291 in 2020/2021 to 273 as 8th graders in 2021/2022.

In regards to the content area of English Language Arts, the aReading and eReading results indicate a learning loss. Of the twenty students assessed in eReading, 20% of those students scored in Tier 2 for basic reading comprehension. Furthermore, out of one hundred and ten students, 27% of the students scored in tier 2 and 24% scored in tier 3 on the aReading FastBridge benchmark in grades 2-12. Therefore, based on further diagnostic testing, two students were identified as needing decoding intervention, twenty students were identified as needing fluency interventions, and 16 students were identified as needing comprehension interventions. The Kansas Assessment Program (KAP) results also indicated a learning loss in ELA. According to the KAP, 6th grade results decreased from 292 in 2020/2021 to 280 as 7th graders in 2021/2022. Furthermore, according to the KAP 7th grade results decreased from 283 in 2020/2021 to 275 as 8th graders 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 FastBridge Universal screener will continue to be utilized to identify any students at risk in ELA, Math, and SEL. Based on the data, further diagnostic testing using FastBridge data and the Quick Phonic's Screener will be given to identify the specific skill areas that are in need of interventions. These include, decoding, fluency comprehension, math foundational skills and math fact fluency. Evidence based resources and strategies will continue to be updated and utilized for each skill deficit area. Intervention programs that require yearly subscription costs include FastBridge, ReadLive and Heggerty. Other evidence based curricula resources are needed in the areas of math fluency and reading comprehension. In addition, continuous professional development is needed with the new math and ELA curriculum resources. In addition, a summer enrichment program that combines science, ELA and math will be provided.

The The USD 496 Pawnee Heights ESSER III Funds Survey results revealed those responding feel the best three ways to implement targeted academic support and enrichment was to provide summer enrichment events - 34%. Purchase updated curriculum - 30%, and increase Tier Time 20%.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

A portion of our earlier ESSER funds was used to provide additional custodial services. The intention is to continue that custodial support for the next few months. The balance of the funds will be directed toward creating new classroom space with improved air quality. A portion of ESSER II funds were expended to provide architecture services to modify an existing building into classroom space. The intention is to use ESSER III funds to pay the balance of the costs of the architect's work to design and see the project through to completion. The surveys indicated two of the top three uses of ESSER III funds in the Pawnee Heights district were to create more classroom space - 20%, and to provide better air quality - 28%. The balance of the grant will be used to provide improved HVAC systems in the new classrooms. This is the most cost efficient way to address both needs. While the remodeling is occurring to create the new classroom space installing new high efficiency heating and cooling systems can be installed at a lesser cost than as a stand alone project in other portions of the 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.**

We have already implemented the use of Intervention Time and the use of FastBridge, and are seeing success. Here is our procedure that will continue to be used with fidelity moving forward.

The universal screener, FastBridge, is used to assess students three times a year. Based on those results, further diagnostic testing such as the QPS or math fluency timed tests are given to identify the specific skill deficit of each student. Those results are used to group and sort students into skill specific reading and math interventions. PK-12 students in Tier 2 and Tier 3 receive skill specific interventions in the areas of math fluency, reading decoding, fluency and comprehension. Progress monitoring occurs bi-weekly for Tier 2 students and weekly for Tier 3 students. In addition, monthly progress monitoring PLCs that include all reading intervention teachers take place to analyze the effectiveness of each student's growth using FastBridge progress monitoring reports. The Kansas Department of Education's Decision Making Tree is used as the protocol to determine if a student's placement needs changed or if a student may exit out of interventions. The summary results from fall to spring in 2021-2022 school year is as follows:

Tier 3 students decreased by 10% therefore increasing our Tier 2. Tier 1 maintained at 70% according to eReading data.

According to aReading second - sixth grade data, with the exception of two grades, Tier 1 increased by 35% (3rd), & 11% (4th). Second grade and fifth grade increased College and Career Pathway tiers. Tier 3 increased by 2 students. Tier 1 decreased by 4 students with the exception of two grades.

According to aReading overall seventh - twelfth grade data, Tier 1 decreased and Tier 3 increased but interventions had not been implemented during the 2021-2022 school year. Interventions are now implemented in PK-12 in both math and reading for the 2022-2023 school year.

As you can see, we are making improvements, and when coupled with new curriculum and text books we anticipate we will soon put all learning loss associated with the COVID-19 Pandemic behind us. Since each student is assessed individually, we address all students in all categories. Students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students will all receive individual attention and have their own conditions addressed in a systematic way.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$149,149	\$0	\$149,149	ESSER III Allocations	\$29,830
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$149,149	\$0	\$149,149	Amount Still Needed	\$29,830
In Review Total	\$149,149	\$0	\$149,149	In Review Total	\$30,660
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
496-3-0001	Direct	True	1000	644	12	\$12,000	Task Force Review
496-3-0002	Direct	True	2100	110	11B	\$5,000	Task Force Review
496-3-0003	Direct	True	1000	610	9	\$13,660	Task Force Review
496-3-0004	Direct	False	4300	342	13	\$15,000	Task Force Review
496-3-0005	Direct	False	2600	120	16	\$22,000	Task Force Review
496-3-0006	Direct	False	4700	450	14	\$81,489	Task Force Review

## Line Item Details

Line Item ID: 496-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

31

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The FastBridge Universal screener will continue to be utilized to identify any students at risk in ELA, Math, and SEL. Based on the data, further diagnostic testing using FastBridge data and the Quick Phonic's Screener will be given to identify the specific skill areas that are in need of interventions. These include, decoding, fluency comprehension, math foundational skills and math fact fluency. Evidence based resources and strategies will continue to be updated and utilized for each skill deficit area. Intervention programs that require yearly subscription costs include FastBridge, ReadLive and Heggerty. Other evidence based curricula resources are needed in the areas of math fluency and reading comprehension. In addition, continuous professional development is needed with the new math and ELA curriculum resources. I

The The USD 496 Pawnee Heights ESSER III Funds Survey results revealed those responding feel the best three ways to implement targeted academic support and enrichment was to provide summer enrichment events - 34%. Purchase updated curriculum - 30%, and increase Tier Time 20%.Curriculum / Textbook purchases: Loss of instructional time and the various The following is a list of anticipated curriculum purchases and renewals necessary to address the learning loss described earlier in the application.

FastBridge Renewal

ReadLive Renewal

HMH/Journeys student workbooks

HMH/Journeys student Close Reader workbooks

Mystery Science K-5 Curriculum + Resources

Heggerty Online Renewal for 4th and 5th grade.

Decks of Cards for math fluency games:

IXL yearly cost

Dave Ramsey Yearly Cost

Fine ARTs online yearly cost (The art of education- FLEX Lesson Plans)

9th grade My Perspective-

**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

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

110

**Function Code**

2100 - Support Services (Students)

**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**

Summer Enrichment Opportunities for students will be provided for all students that are interested, but those that are identified as Tier 2 or Tier 3 students, or are struggling to maintain a 75% in Science will be encouraged to participate. The teacher(s) will contact parents directly and explain the need to them and invite the students to participate during the month of June.

Two certified staff members, one in Math and one in Science will provide the instruction and one para will work with them. Each certified staff will be paid \$2,000. The para will receive \$1,000.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$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: 496-3-0003

**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**

General

**Account Number**

06

**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**

The FastBridge Universal screener will continue to be utilized to identify any students at risk in ELA, Math, and SEL. Based on the data, further diagnostic testing using FastBridge data and the Quick Phonic's Screener will be given to identify the specific skill areas that are in need of interventions. These include, decoding, fluency comprehension, math foundational skills and math fact fluency. Evidence based resources and strategies will continue to be updated and utilized for each skill deficit area. Intervention programs that require yearly subscription costs include FastBridge, ReadLive and Heggerty.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,830
<b>Budgeted Expenditures in SFY 2024</b>	\$6,830
<b>Total Expenditures</b>	<u>\$13,660</u>

**Status**

Task Force Review

Line Item ID: 496-3-0004

**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**

Capital Outlay

**Account Number**

16

**Function Code**

4300 - Architecture and Engineering

**Object Code**

342 - Architectural 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**

The quest for more classroom space will require architect and engineering services to guide the district through remodeling existing and newly acquired space. More space is needed to allow for social distancing. Social distancing mitigates the spread of COVID-19 and other airborne viruses and illnesses. Additionally, feedback from our stakeholders listed adding space as a top priority in our battle against the pandemic, and would like us to use funds to be successful in this area.

A portion of ESSER II funds were expended to provide architecture services to modify an existing building into classroom space. The intention is to use ESSER III funds to pay the balance of the costs of the architect's work to design and see the project through to completion. The surveys indicated two of the top three uses of ESSER III funds in the Pawnee Heights district were to create more classroom space - 20%, and to provide better air quality - 28%. A portion of our ESSER funds will be used to pay a portion of the architecture fees needed to provide improved HVAC systems in the new classrooms. This is the most cost efficient way to address both needs. While the remodeling is occurring to create the new classroom space installing new high efficiency heating and cooling systems can be installed at a lesser cost than as a stand alone project in other portions of the buildings.

<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: 496-3-0005

**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**

General

**Account Number**

06

**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**

The district hired an additional custodian to provide more cleaning and at a more intensive level than prior to the pandemic. This is a part time custodian who was hired in 2019 to provide deep cleaning and high touch area sanitizing. This was part of the Pawnee Heights Reopening Plan. That person is still working in the district and has been paid with previous ESSER funds. Those funds are gone. If this application is approved we will keep this custodian working for the next two years and we will continue to provide cleaning and sanitizing beyond our regular custodial duties. This custodial position works four hours per day or 1040 hours annually.

This position will remain active for the district in the 2023 and 2024 fiscal years to provide the additional sanitizing work using ESSER 3 funds if approved.

<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>	\$16,000
<b>Total Expenditures</b>	<u>\$22,000</u>

**Status**

Task Force Review

Line Item ID: 496-3-0006

**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**

98

**Function Code**

4700 - Building Improvements

**Object Code**

450 - Construction Services (Outside Contractors)

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Air quality issues will also require engineering services as well as purchasing and installing new equipment. Improved Air Quality will mitigate the spread of COVID 19 virus and other air-borne impurities. Additionally, our stakeholders listed improving Air Quality as a top priority to address the COVID 19 Pandemic issues. New Trane Furnaces and Condensing Units, Cook exhaust fans, and Mitsubishi Split Systems will be purchased to replace the antiquated existing systems that are not suitable or compliant with the new building configuration. The cost of this equipment will exceed \$100,000 according to the bids submitted by the subcontractors. As part of the remodel project the existing and outdated, that was designed to service one large room, will be removed and new, higher efficiency equipment, that will serve individual classrooms will be installed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$81,489
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$81,489</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0511

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>
Attica	718 N Main, Attica, KS 670090415	P.O.Box 415, Attica, KS 670090415
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Brandie Waldschmidt	brandiew@usd511.org	(620) 254-7915

## 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>
Brandie Waldschmidt	Superintendent	brandiew@usd511.org	(620) 254-7915
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Amie Loreg		amiel@usd511.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://docs.google.com/document/d/1nHYqGshRVxqp2N2Y-OcpWduzd9fyNd\\_n/edit?usp=sharing&ouid=111882158102043424379&rtpof=true&sd=true](https://docs.google.com/document/d/1nHYqGshRVxqp2N2Y-OcpWduzd9fyNd_n/edit?usp=sharing&ouid=111882158102043424379&rtpof=true&sd=true)

## 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?

As we continue to strive to keep our staff and students safe, the use of this money will aid in air filtration, utilizing staff to get out into fresh air, and cleaning our facilities. While we understand that CDC guidance continues to change and adjust with the science of COVID, we also know the importance of fresh air and social distancing. Having extra staff to get students into the outside open air as well as to continue to clean our facilities and vehicles is of utmost importance to us.

In addition to these mitigations, we realize that the filtration of indoor air is a must when we are restricted to indoor use of our facilities. We aim to continue to strive to provide cleaner air for our staff and students while in our building. While the air is circulated inside, we feel it is vitally important that we have units to circulate air from the outside to try and eliminate contaminants.

Our mitigation plan continues to encourage the use of masks but does not require them. At the same time, we require anyone who has tested positive for COVID to remain at home until their full 10-day quarantine is complete, or they can produce a negative test result. Also, while the CDC does not require contact tracing any longer, we do ask that parents and students continuously monitor themselves and stay home if they are feeling ill, or have a fever.

## 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 included our Student Council and Advisory classes in the survey below, only 15 were willing to take part in the survey. Their responses were taken into account in our decisions making for allocating these funds. In addition, our advisory teachers had some meaningful conversations with the students during the advisory time in regard to funds and their use in the district. We continue to offer programs and opportunities based on student needs/wants. The survey given can be found here:

[https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf_link)

### Families

In deciding what is needed/wanted in our district, it was important for us to hear our parent's and community's voices. CTE Pathway Advisory boards, site counsel, Facebook, and parent emails were utilized in providing our stakeholders the opportunity to be heard. These stakeholders were asked specifically about the use of ESSER funds and these results were utilized in deciphering how to allocate our ESSER funds. The survey was also discussed in meetings with each of these panels.

After sending the survey out, we had a 31% response rate with 26 household responses. The majority of these responses were asking for more personnel to provide interventions. Additional instructional staff will be utilized in these interventions. We will continue to leave this survey up as well as consider its results in future expenditures. In addition, we will have devices set up in our commons area during our spring conferences to get more stakeholder input.

[https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf_link)

### School and District Administrators including Special Education Administration

Both school (2) and district administrators (1) have met on several occasions to review the allowable uses and discuss our district needs. After these meetings took place, the administration included our staff which included our special education instructors and paras to brainstorm other needs for the district. These needs were then compared to the needs and ideas from administration meetings. Once these meetings concluded, the director and assistant directors of our special education cooperative were asked to give their input as well. Their thoughts on the allocation of the funds were considered as well.

In considering our special education population, we reached out to the 4 directors at South Central Special Education Cooperative as we cooperate with them in providing special education services to our students. None of the directors responded to our survey. We will continue to leave the survey live in an effort to get their input for future expenditures.

[https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf_link)

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Once we got our estimated amounts for ESSER III, the amounts were shared with our school staff. A survey was given to all staff members to open discussions on allocations. Of our staff, only 15 chose to participate. Administrators then held meetings to review allowable ways to allocate the money and discuss the needs of the district. Our staff is small enough it was easy to hold meetings as a group and involve everyone in our district. Department heads and administrators then had separate meetings with their staff to discuss needs more in-depth. Lastly, the administration discussed our findings with the board of education who offered their input as well. After all of the meetings, a plan was developed and the groups all came to a consensus on ways to utilize the funds.

We did reach out to the teachers union via our attached survey. However, being a small 1A school, not many, only 3, of our teachers participate in the union. These numbers are included in the staff who participated in the survey. As we analyze our data, we were not able to identify which staff member responses were teachers who were part of the teachers union. We did receive responses from about half of our teachers. This link will remain live in an effort to continue to collect thoughts from our stakeholders.

[https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfyA7Pre6rYgT4435MuyN3uwsyz6jvLLC0vv00mJDkizwRulw/viewform?usp=sf_link)

### **Tribes**

While our student information system indicates we have one tribal student, of the Cherokee Nation Tribe, in our district, we reached out to the following tribes in our state with a survey seeking feedback regarding suggestions to best meet the needs of Native American students:

Cherokee Nation Education Services, [education@cherokee.org](mailto:education@cherokee.org)

Dr. Sarah Deer. Deer (Muscogee 'Creek' Nation of Oklahoma) is a University Distinguished Professor at the University of Kansas and serves as Chief Justice of the Court of Appeals of the Prairie Island Indian Community. [sarah.deer@ku.edu](mailto:sarah.deer@ku.edu)

Alex Red Corn (Osage) Assistant Professor of Educational Leadership, Coordinator for Indigenous Partnerships, Co-Chair of the K-State Indigenous Faculty and Staff Alliance (IFSA) [aredcorn@ksu.edu](mailto:aredcorn@ksu.edu)

Kelly Walker, LMSW, is an enrolled member of the MHA Nation of North Dakota and is Arikara, Hidatsa, and Comanche. She is the Lawrence Public Schools Native American Student Services (NASS) Coordinator, [krwalker@usd497.org](mailto:krwalker@usd497.org)

Max Bear, (Cheyenne & Arapaho Tribes) [mbear@c-a-tribes.org](mailto:mbear@c-a-tribes.org)

Below is the email sent to each individual listed above:

As you may already know, to specifically address needs due to the COVID-19 Pandemic, school districts across the country have been allocated Federal ESSER ("Elementary and Secondary School Emergency Relief") funds. The district's priority is to support student and staff health needs. To do this, plans are in place to use a portion of these funds to address and upgrade all HVAC units with the addition of Indoor Air Quality (IAQ) capabilities to reduce the risk of virus transmission.

With the remaining allocation, USD 511 BOE members and administrators are truly interested in hearing from you on where these funds could be utilized. Below is the list of acceptable use of the funds. We would love to hear your thoughts on what should be a priority and if you have additional ideas to help us to best meet our students' needs:

Career and Tech Education

Develop and implement strategies and procedures to improve preparedness and response efforts

Provide additional training on sanitation

Purchase more cleaning/sanitation supplies

Provide additional mental health services and supports

Extended summer school

Address learning-loss for all students

Implement evidence-based activities to meet the comprehensive needs of students

In the event of long-term school closure: purchase additional technology; provide information, assistance, and training to parents; track student attendance and improve student engagement

Other options you feel are important

Thank you for taking the time to take the following survey to share your thoughts.

[https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L\\_akg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L_akg/viewform?usp=sf_link)

Although there was no response from these individuals before submitting the application, we still believe the supports we are implementing through ESSER III funding will benefit any Native American students who are enrolled at Attica Public Schools. Should we receive a response from these representatives, we will use their responses to consider future adjustments to our plan.

## Civil Rights Organization including Disability Rights Organizations

A survey was sent to:

[info@aclukansas.org](mailto:info@aclukansas.org) American Civil Liberties Union of Kansas.

Kansas Action for Children (sent link via their website contact page: <https://kac.org/contact>)

Kansas National Association for Advancement of Colored People (sent via their website contact page

<https://kansasnaacp.org/contact>.)

Here is the link to the survey that was sent:

[https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L\\_akg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L_akg/viewform?usp=sf_link)

Although there was no response from these individuals before submitting the application, we still believe the supports we are implementing through ESSER III funding will benefit any Native American students who are enrolled at Attica Public Schools. Should we receive a response from these representatives, we will use their responses to consider future adjustments to our 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**

In an effort to obtain opinions from all of our stakeholders, our survey was sent out to all parents. In addition, our homeless liaison participated in the survey. Our SIS currently shows no homeless students, thus our liaison was asked to take the survey. Likewise, we do not have any homeless students, children in foster care, migratory students, or children who are incarcerated indicated in our student information system. In addition, we have one student identified as an English Language Learner. That parent chose not to identify their answers in the survey, preventing the district from identifying her answers. Lastly, we had 2 parents identify as a parent of students with disabilities. Their responses indicated they would like to see more personnel for intervention purposes.

Attica Public Schools works directly with South Central Kansas Special Education Cooperative (SCKSEC) and its itinerants in providing special education services for our students with disabilities. Our survey was sent to the director of SCKSEC and any itinerants who may have an interest in our district. Their thoughts were taken into consideration in creating our ESSER III plan.

The survey offered can be found here:

[https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L\\_akg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeSsOLJ9U0m4-rzze733H91Hq6OqAD6z5GY0NHVEMXN0L_akg/viewform?usp=sf_link)

## **Provide the public the opportunity to provide input and take such input into account**

In order to gain as much input as possible from our stakeholders as well as our community, we utilized our Facebook page. We requested input from anyone willing to give it by posting a link to our survey, this link remains available still. We are not particular about when we get input, just that we receive it, so we decided to leave it up indefinitely. There was only one response given by a person who wasn't a parent/guardian, student, or staff member of the district.

In addition, our board of education meeting agendas and minutes are always made available to the public, as well as discussed in the newspaper after each monthly meeting. These allow the public the knowledge of discussion pertaining to ESSER money and its allocation. The public is always welcome at any and all board meetings.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

As we look at the implications on our students and staff due to COVID, we know learning loss has occurred. Last year, many of our students found themselves in and out of the building based on quarantines, not just for a positive COVID test, but also from exposure. This time out of the school building led some students to attend class virtually if they had appropriate access at home. Those who did not have appropriate access would get packets sent home, causing extra stress on our teachers, parents, and students. Many students fell behind and the teachers and staff were taxed with catching them up upon return. To help address some of our learning loss, we have partnered with Edgenuity to offer credit recovery courses.

In addition, our staff is exhausted, we see it every day as they walk through the doors. To try and help them feel appreciated and know their value in the district, we will give them a retention bonus. Our hope is to keep our teaching morale high, continue to strive for excellence, and make up for some of the shortfalls in scores due to COVID mitigations.

In an effort to mitigate some of the danger of COVID and its infection rate, we have added an open-air PE position. This position was created to get the students outside and active as much as possible throughout the day, while ensuring small class sizes. Additionally, this position offers the teachers a little extra time during the day to execute some extra cleaning to ensure classrooms stay as sanitary as possible throughout the school day.

Lastly, our classrooms are cooled through window air conditioner units while heated utilizing a boiler system. This limits our ability to ventilate our classrooms and circulate outside air to the inside to try and eliminate some of the contaminants that are making their way into the classrooms. To try and limit the number of contaminants that remain in our classrooms, we will replace these units with a split unit in each classroom that will circulate air from outside into the classrooms while heating and/or cooling the rooms.

**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)**

Mitigations for learning loss will be addressed through different avenues. Fastbridge assessments as well as state assessments will be utilized to determine the full extent of learning loss in our district. With these assessments, we will have licenses to enable the testing of each of our students on a regular basis. In addition, we will use district funds to update our outdated English Language Arts curriculum at all levels in our district. To aid in closing the gap of loss, we are reevaluating our Multi-tiered Systems of Support (MTSS) at the K-5 level to find ways to improve the system. In addition, we will add MTSS at the 6-12 grade levels. We will utilize our additional licensed staff members as well as our paraprofessionals to offer these tiered interventions and one-on-one support as needed.

Edgenuity is being purchased to support credit recovery, offer ACT Preparation, and offer other courses students may need for graduation.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Attica Public Schools will utilize the funds to replace outdated and unsafe window air conditioner units, with effective split units. These units will also eliminate the need to utilize our outdated boiler heating unit. This decision was the result of having meetings with multiple stakeholder groups, an energy audit conducted, and BOE strategic planning.

**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.**

Mitigations for learning loss will be addressed through different avenues. Fastbridge assessments as well as state assessments will be utilized to determine the full extent of learning loss in our district. With these assessments, we will have licenses to enable the testing of each of our students on a regular basis. In addition, we will use district funds to update our outdated English Language Arts curriculum at all levels in our district. To aid in closing the gap of loss, we are reevaluating our Mult-tiered Systems of Supports (MTSS) at the K-5 level to find ways to improve the system. In addition, we will add MTSS at the 6-12 grade levels. We will utilize our additional staff members to offer these tiered interventions and one-on-one support as needed.

We are working in conjunction with our school psychologist in developing a Student Intervention Team that will meet once a month and as the need arises. Key personnel meets weekly to discuss assessments and grades to identify students who may need additional support. In addition, grades and attendance are reviewed weekly for all students. Fastbridge will be utilized 3 times a year for benchmarking the students with monthly progress monitoring to determine if we have students who need extra interventions in mathematics, English, or reading. The continuation of analyzing state assessments and formative data will be utilized in determining individual student needs. We provide time for parents, teachers, and students to meet to review the data and brainstorm how to help struggling students. We also provide ESL services through a highly-qualified teacher along with a highly-qualified paraprofessional, and special education plans for students that need them.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$246,039	\$0	\$246,039	ESSER III Allocations	\$49,208
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$246,039	\$0	\$246,039	Amount Still Needed	\$49,208
In Review Total	\$176,039	\$0	\$176,039	In Review Total	\$84,476
Amount Left	\$70,000	\$0	\$70,000	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
511-3-0001	Direct	True	1000	110	1B	\$77,098	Task Force Review
511-3-0002	Direct	False	2134	120	15	\$2,963	Task Force Review
511-3-0003	Direct	False	2000	120	7	\$35,100	Task Force Review
511-3-0004	Direct	True	1000	610	9	\$7,378	Task Force Review
511-3-0005	Direct	False	1000	115	16	\$30,000	Task Force Review
511-3-0006	Direct	False	1000	110	16	\$13,500	Task Force Review
511-3-0007	Direct	False	2000	120	16	\$10,000	Task Force Review

## Line Item Details

Line Item ID: 511-3-0001



**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**

50

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This will provide an additional teacher to keep our class sizes smaller for social distancing purposes as well as get our students out in the open air as much as possible. In keeping our class sizes smaller, we can provide extra support as needed for our students who need more intervention due to learning loss. In addition, this position will provide extra support in MTSS interventions to address the learning loss we are feeling in our building from taking time out of school due to the COVID-19 shutdown as well as seat time lost in school due to quarantine.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38,299
<b>Budgeted Expenditures in SFY 2024</b>	\$38,799
<b>Total Expenditures</b>	\$77,098

**Status**

Task Force Review

Line Item ID: 511-3-0002

**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 Part-time School Nurse

**Account Number**

50

**Function Code**

2134 - Nursing Services

**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**

This position will provide a nurse to perform all necessary COVID screening/testing for mitigation purposes.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,160
<b>Budgeted Expenditures in SFY 2024</b>	\$803
<b>Total Expenditures</b>	\$2,963

**Status**

Task Force Review

Line Item ID: 511-3-0003

**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 Extra Cleaning Staff

**Account Number**

50

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This position will perform extra cleaning and sanitizing throughout campus in an effort to minimize the spread of COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17,550**Budgeted Expenditures in SFY 2024** \$17,550**Total Expenditures** \$35,100**Status**

Task Force Review

Line Item ID: 511-3-0004

**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 Edgenuity

**Account Number**

50

**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**

After shutting down our school for COVID-19, we have seen some learning loss among our students. In light of this, we are finding that we need different avenues to address this loss. Adding online courses through Edgenuity has helped in addressing some of the deficits caused by COVID-19, allowing students to take additional courses as needed. In addition, this online access will afford our students who are quarantined an avenue to continue to learn while they are closed in at home.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,689**Budgeted Expenditures in SFY 2024** \$3,689**Total Expenditures** \$7,378**Status**

Task Force Review

**Line Item Comment from KSDE**

Line Item ID: 511-3-0005

**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 Substitute

**Account Number**

50

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

If any of our staff test positive for COVID-19, they are required to remain out of our building until they can produce a negative COVID-19 test, or have reached their 10 days of quarantine. This is requiring our district to pay for substitute teachers for a prolonged period of time. This portion of the ESSER III funds will be used to pay for those substitute teachers to keep our students in the classroom when our teachers are sick.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

Line Item ID: 511-3-0006

**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 Retention Pay Certified Staff

**Account Number**

50

**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**

Our staff members have been feeling the effects of COVID-19 over the past 2 years. It is evident that our staff are all tired and have begun spending more and more hours trying to keep up with educating our students who have shown learning loss since the pandemic. It is harder and harder to retain teachers and part of that is the stress put on them as they see many social-emotional needs appearing in many of our students. With the pandemic causing extra stress, these funds will aid in providing 27 certified staff members \$500 each in retention pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,500</u>

**Status**

Task Force Review

Line Item ID: 511-3-0007

**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 Retention Pay Non-Certified

**Account Number**

50

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our staff members have been feeling the effects of COVID-19 over the past 2 years. It is evident that our staff are all tired and have begun spending more and more hours trying to keep up with the building needs since the pandemic. With this exhaustion, we are seeing many staff members leaving education. It is harder and harder to retain staff and part of that is the stress put on them as they see many social-emotional needs appearing in many of our students. With the pandemic causing extra stress, these funds will aid in providing 20 non-certified staff members \$500 in retention pay as they are working extra hours due to the effects of the pandemic. Many of these staff members are working tireless hours to keep our building safe for our students each day. These funds will provide retention pay to our staff who are working extra hours due to the effects of 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>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**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	200	Greeley County	239	53%	\$ 359,449	\$ 71,890	20%	\$ 359,449	\$ 359,449	\$ 287,559	100%	\$ 1,504
2	202	Turner-Kansas City	3,767	71%	\$ 9,464,966	\$ 7,732,748	82%	\$ 9,464,966	\$ 9,464,966	\$ 1,732,218	100%	\$ 2,513
3	256	Marmaton Valley	236	45%	\$ 494,624	\$ 434,942	88%	\$ 444,642	\$ 444,642	\$ 9,700	100%	\$ 1,884
4	258	Humboldt	550	36%	\$ 942,370	\$ 746,472	79%	\$ 789,009	\$ 789,009	\$ 42,537	100%	\$ 1,435
5	264	Clearwater	1,090	29%	\$ 963,799	\$ 963,799	100%	\$ 963,799	\$ 963,799	\$ -	100%	\$ 884
6	272	Waconda	293	42%	\$ 536,842	\$ 470,842	88%	\$ 506,842	\$ 506,842	\$ 36,000	100%	\$ 1,731
7	274	Oakley	418	42%	\$ 514,379	\$ 414,494	81%	\$ 514,379	\$ 514,379	\$ 99,885	100%	\$ 1,232
8	308	Hutchinson Public	4,071	67%	\$ 8,492,960	\$ 6,661,560	78%	\$ 8,361,560	\$ 8,361,560	\$ 1,700,000	100%	\$ 2,054
9	327	Ellsworth	574	30%	\$ 662,253	\$ 650,406	98%	\$ 653,681	\$ 653,681	\$ 3,275	100%	\$ 1,139
10	333	Concordia	1,070	52%	\$ 1,556,299	\$ 1,505,108	97%	\$ 1,556,299	\$ 1,556,299	\$ 51,191	100%	\$ 1,455
11	379	Clay Center	1,301	41%	\$ 1,658,389	\$ 1,508,389	91%	\$ 1,658,389	\$ 1,658,389	\$ 150,000	100%	\$ 1,275
12	387	Altoona-Midway	163	68%	\$ 388,726	\$ 388,726	100%	\$ 388,726	\$ 388,726	\$ -	100%	\$ 2,392
13	388	Ellis	376	33%	\$ 419,903	\$ 139,636	33%	\$ 395,060	\$ 395,060	\$ 255,424	100%	\$ 1,051
14	405	Lyons	738	71%	\$ 1,703,517	\$ 1,703,517	100%	\$ 1,703,517	\$ 1,703,517	\$ -	100%	\$ 2,310
15	408	Marion-Florence	463	44%	\$ 606,625	\$ 143,322	24%	\$ 259,018	\$ 259,018	\$ 115,696	100%	\$ 560
16	476	Copeland	97	60%	\$ 136,251	\$ 27,251	20%	\$ 136,251	\$ 136,251	\$ 109,000	100%	\$ 1,412
17	480	Liberal	4,550	82%	\$ 10,424,740	\$ 7,323,377	70%	\$ 9,423,377	\$ 9,423,377	\$ 2,100,000	100%	\$ 2,071
18	483	Kismet-Plains	592	75%	\$ 1,323,828	\$ 1,188,790	90%	\$ 1,323,827	\$ 1,323,827	\$ 135,037	100%	\$ 2,238
<b>Total</b>			<b>20,585</b>	<b>62%</b>	<b>\$ 40,649,920</b>	<b>\$ 32,075,269</b>	<b>79%</b>	<b>\$ 38,902,791</b>	<b>\$ 38,902,791</b>	<b>\$ 6,827,522</b>	<b>96%</b>	<b>\$ 1,890</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 D0200

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>
Greeley County Schools	400 W Lawrence St, Tribune, KS 67879	400 W Lawrence St, Tribune, KS 67879
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
John Niehues	johnniehues@tribuneschools.org	(620) 376-4211

## 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>
John Niehues	Superintendent	johnniehues@tribuneschools.org	(620) 376-4211

<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>
Katie Zerr	kzerr@tribuneschools.org

<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>
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## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://docs.google.com/document/d/1NhDXFZPmD2dXe6mo4uzhuy9OAdMypzNg4dQzr2EOdEE/view>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We plan to use the bulk of the ESSER III funding to upgrade to support improved student learning and upgrade our HVAC system at the JR/SR High school. Working to increase summer school opportunities and improve our system interventions district-wide will be a focus of learning loss set aside and additional ESSER monies. The current system is over 30 years old. The system is inefficient and does not allow fresh air to be utilized. It is also near or at the end of its useful lifespan. The current system components will be replaced with new, more efficient equipment. The new system will maximize the introduction of fresh air into the building, improving ventilation. The introduction of fresh air into the building will have a significant impact on the spread of Covid-19 in the building. Combined with the other mitigation practices, such as frequent hand washing, taking outdoor breaks, and cleaning and sanitizing the building daily, we feel this plan will have the greatest impact on the spread of Covid-19 in the building. The CDC indicates proper ventilation plays a vital role in mitigating 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 students had the opportunity to be involved with the ESSER plan in two different forms. A survey was provided to them that asked specific questions about the district's needs. A meeting was also held to discuss ESSER and how the money could be utilized. Only 4% of our survey results came from students. However, we received good feedback from students during the group meeting. That information was utilized to help determine the plan. Some of the feedback included but was not limited to additional staffing, improved ventilation and filtration, and increased opportunities. They also included that a summer school program would be beneficial for working with individuals or small groups of students at younger ages who were struggling. There was also discussion on the addition of more class offerings.

## Families

In order to gain feedback from the families of USD 200. A survey was shared that included several different sections: Learning opportunities, Learning materials, Technology, SEL, Personnel, Operations and facilities, and Programs. Survey respondents could comment on each section of the survey. At the conclusion of the survey, they could add additional comments or ideas not already addressed in the survey for using ESSER monies. The survey was conducted and shared through social media, our website, and paper copies upon request. There were 58 responses to the survey. The breakdown of self-identification included 65% parents, 24% district staff, 99% community members, 11% business owners, 5% service providers, and 4% student responses. The survey results showed that the priorities to focus on would be: Improved HVAC and filtration systems throughout the district, Increased learning opportunities, improving curriculum, summer school, interventions, technology upgrades, and additional support for social/emotional. Another key focus was attracting and retaining certified and qualified teachers. Families are also involved in our Site Council, classroom activities, conferences, and other non-classroom activities. We have increased our communication with our families through our School Messenger System, our FaceBook page, and our school website.

## School and District Administrators including Special Education Administration

We are a small rural school and do not have a Special Education Administration. The district also collaborated with our local special education cooperative High Plains Service Center director to ensure our ESSER 3 plan supported the needs of all populations of students.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Again, our staff is involved with administrators, board of education members, and the community. In our small school, everyone is intertwined and works together as a team whenever needed. From our survey responses, 24% identified as school staff. All school-related individuals have also been involved in workday meetings to discuss the ESSER monies and how we should best utilize our resources and ESSER funds. We do not have any staff at the time of survey or currently, to my knowledge, that is a teacher union member. The teachers and Board recognize the Tribune Education Negotiations Team or TENT for bargaining purposes. A member of the TENT lead team was involved in the development and review of the survey data.

## Tribes

Greeley County has little to no tribal presence, so this area was limited. Our school information system indicates that we do not have any students enrolled in the district who are connected to a tribe. We do have one student who is identified as at least part Native American descent. That family completed the form and was able to share their feedback. The feedback provided was helpful and included: SEL support for students, improved HVAC/filtration, and increased student supports.

## Civil Rights Organization including Disability Rights Organizations



We do not have any active civil rights groups in Greeley County, so data was not collected. However, we did reach out to the fooling organizations, the Kansas Human Rights Commission and Disability Right Center for Kansas, in December of 2021 via phone. No response has been received.

Even though we did not receive a response from these groups, we did ensure that parents of students with disabilities had ample opportunities to complete the survey or reached out individually for their input.

### **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**

From our survey results, 22% represented a student or students that fall in one of these interest groups. We have taken steps to help with these issues over the last few years by hiring an additional counselor. We have one designated counselor for PreK-5 and one for 6-12. This allows them the time and opportunity to reach out and assist students who fall into a special interest group. We talked to and received feedback from stakeholders representing English language learners 5% of respondents, children with disabilities 11.86% of respondents, foster care representatives 1.69% of respondents, and information from parents and parents/advocates for underserved students 22% of respondents. Migratory parents were not a subcategory collected in the survey. However, our administration and migrant teachers reached out to families to ensure they had a chance to complete the survey or share their thoughts or ideas. Survey feedback from these groups indicated nearly identical ideas to utilize money and resources to support students. These results included increased SEL curriculum support/counselors, summer school programs, improved curriculums, intentional interventions, resources for parents, improved cleaning, and updated HVAC system.

### **Provide the public the opportunity to provide input and take such input into account**

In order to gain feedback from the public of USD 200. A survey was shared that included several different sections: Learning opportunities, Learning materials, Technology, SEL, Personnel, Operations and facilities, and Programs. Survey respondents could comment on each section of the survey. At the conclusion of the survey, they could add additional comments or ideas not already addressed in the survey for using ESSER monies. The survey was conducted and shared through social media, our website, and paper copies upon request. There were 58 responses to the survey. The breakdown of self-identification included 65% parents, 24% district staff, 99% community members, 11% business owners, 5% service providers, and 4% student responses. The survey results showed that the priorities to focus on would be: Improved HVAC and filtration systems throughout the district, Increased learning opportunities, improving curriculum, summer school, interventions, technology upgrades, and additional support for social/emotional. Another key focus was attracting and retaining certified and qualified teachers. Community members, business owners, and service providers are also invited to be involved in our Site Council to help provide meaningful feedback and recommendations.

### **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 200 has approximately 250 students PreK-12 grades. Since August 16th, students and staff have been attending school in person. We also were able to attend school all of last year utilizing our safety protocols and extended cleaning with only a few students choosing to attend remotely. USD 200 carefully considered the data associated with academic impacts, specifically data that may indicate a learning gap larger than normal. In reviewing the data, USD 200 found the following: 1) on the 2018-2019 state KITE assessments 64% of all students were "at or above the benchmark"; 2) on the 2020-2021 state KITE assessments 56% of all students were "at or above the benchmark"; This was after a 10-week session of remote learning from March 2020 to May 2020; 3) we also observed an 14.5% and 3.3% increase in the number of students identified as needing urgent intervention in ELA and Math respectively as identified by Star testing. Our staff continuously reviews data such as Star Reading/Math and now Fastbridge to ensure students are making proper progress and identifying those who still need further or more intense help or structured support. We have seen students progressing at the pace more like a non-Covid school year since going remote. In many students we are also starting to see progressively more gains with additional services and plans put into action. The USD 200 Chronic Absenteeism was also up in the last year due to Covid-19 and quarantines.

**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 plans to continue conducting summer school with additional staff. Allowing students to have time and opportunities that they did not have during the pandemic summers. The district will provide summer remediation for all necessary needs of students both regular education and special education students.

The district also plans to implement iReady programs to increase our ability to better meet the needs of all students from Tier I to Tier III. This will allow us to tailor additional educational opportunities specifically surrounding learning loss and gaps as a result of COVID-19.

We have also researched and are working on finding research based curriculum that will improve our vertical alignment and online access in case the need ever arrived to go remote again. A curriculum with online access will greatly benefit students who may need to be quarantined and will not be able to attend class in person.

We will continue to find ways to increase learning for our students and offer programs that will address the learning loss resulting from COVID.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will use ESSER funds to continue the HVAC upgrades at the High School for better air quality for our students and staff. When students and staff feel safe at school the learning can increase to help make gains from the learning loss from the last two school years. The community survey reflected that this was a priority from our staff and parents.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and the community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address our community's general needs but also maintain an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond. We will also utilize data from assessments and screeners implemented to focus on more intentional interventions and remediation to address learning loss due to COVID-19. Specifically, we will utilize initial data from these programs and continue to monitor and evaluate the data for continuous improvement and possible changes to our strategy.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$359,449	\$0	\$359,449	ESSER III Allocations	\$71,890
Approved Total	\$71,890	\$0	\$71,890	Approved Total	\$71,890
Amount Left	\$287,559	\$0	\$287,559	Amount Still Needed	\$0
In Review Total	\$287,559	\$0	\$287,559	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
200-3-0006	Direct	False	2600	700	14	\$287,559	Task Force Review
200-3-0007	Direct	True	1000	735	12	\$1,438	Approved
200-3-0011	Direct	True	1000	735	12	\$35,141	Approved
200-3-0001	Direct	True	1000	735	12	\$25,830	Approved
200-3-0002	Direct	True	1000	110	11A	\$2,700	Approved
200-3-0003	Direct	True	1000	120	11A	\$6,100	Approved
200-3-0004	Direct	True	1000	210	11A	\$8	Approved
200-3-0005	Direct	True	1000	220	11A	\$673	Approved

## Line Item Details

Line Item ID: 200-3-0006

**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**

HVAC Systems

**Account Number**

60-2600-700-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

700 - PROPERTY

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After consideration of many data points, the USD 200 Board of Education has decided to use the funds on, "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 200 will use the ESSER III funds to update and improve the High School's air quality with an updated HVAC system. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in this building. USD 200 is improving all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) specifications for indoor air quality.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$287,559
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$287,559</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item cannot be deemed eligible until 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: 200-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Software

**Account Number**

60-1000-735-00

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reviewing past local and state assessments, we have identified increased learning gaps caused by the COVID pandemic. To reduce these gaps, we reviewed data from stakeholder engagement and surveys identifying a need for increased individualized assistance. Through this process and reviewing possible tools, Greeley County has implemented the use of IXL from 6th through 12th grade. The IXL software tool will be utilized to increase structured, individualized intervention for all 6-12 students focused on reading and grammar. IXL will provide individualized and guided extra teacher tools to implement and support interventions in ELA for all 6-12 students. Students can use this digital software at school and at home with their families. It will also be made available year-round for students to continue to work on ELA skills. IXL can be delivered remotely, which we be specifically beneficial if a student has to isolate or, due to unforeseen circumstances, cannot attend school. The remote delivery aspect will also be crucially beneficial for students and staff if distance learning becomes necessary again in the future. Utilizing the information to make data-based decisions moving forward as a school and with each individual student.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$719
<b>Budgeted Expenditures in SFY 2024</b>	\$719
<b>Total Expenditures</b>	<u>\$1,438</u>

**Status**

Approved

Line Item ID: 200-3-0011

**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**

Software

**Account Number**

60-1000-735-00

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reviewing past local and state assessments, we have identified increased learning gaps caused by the COVID pandemic. To reduce these gaps, we examined data from stakeholder engagement and surveys identifying a need for increased individualized assistance. Through the process of reviewing possible tools, Greeley County has implemented the use of I-Ready from kindergarten through 12th grade. The I-Ready software tool will be utilized to increase structured intervention for all students focusing on math and reading. A K-12 site license for I-Ready will provide individualized and guided extra teacher tools to implement and support interventions in math and reading for all students. Students can use this digital software at school and at home with their families. I-Ready will also be available year-round for students to continue filling the gaps. I-Ready can be delivered remotely. Making is specifically beneficial if a student has to isolate or, due to unforeseen circumstances, cannot attend school for a period of time. Remote delivery will also benefit students and staff if distance learning becomes necessary again. Our purchase will also include continued professional development. Professional development will focus on increasing staff knowledge and understanding of the program and how to best support all students. Using the skills and information learned from training and that provided by diagnostic screeners to make data-based decisions moving forward as a school and with each student. I-Ready will also be used during summer school to continue supporting student growth and achievement.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,141
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,141</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Software

**Account Number**

60-1000-735-00

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reviewing past local and state assessments we have identified learning increased learning gaps caused by the COVID pandemic. In an effort to reduce these gaps we reviewed data from stakeholder engagement and surveys identifying a need for increased individualized assistance. Through this process and reviewing possible tools Greeley County has implemented the use of I-Ready from kindergarten through 12th grade. The I-Ready software tool will be utilized to increase structured intervention for all studnets focusing on math and reading. A K-12 site license for I-Ready will provide individualized and guided extra teacher tools to implement and support interventions in math and reading for all studnets. This digital software can be utilized by student not only at school but also at home with their families. It will also be made available year round for studnets to continue to fill the gaps. I-Ready can be delivered remotely which we be specifically beneficial if a student has to isolate or due to unforeseen circumstances is not able to attend school for a period of time. The remote delivery aspect will also be crucially beneficial for students and staff if distance learning become necessary again in the future.. We purchased a two year license with professional development to ensure our staff and teachers have at lease a baseline understanding of the software and know the districts commitment to the tool moving forward. Continued professional development will continue to increase staff and teachers knowledge and understanding of the program. Utilizing the information to make data based decision moving forward as a school and with each individual student.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,830
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,830</u>

**Status**

Approved

Line Item ID: 200-3-0002

**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**

60-1000-110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss due to COVID will be addressed with the offering of summer school program. All students will be eligible but subgroups will be specifically invited. Summer school focused on low achieving student, students showing a learning gap, socially and economically challenged students, English language learners, migrant, and title students. 32 students were invited to summer school with it still being open to all other k-5 students at their request. To make summer school possible we employed three certified teachers and six paraprofessionals. Of these individuals two currently are employed in our Title/Migrant/ELL room. Two can communicate in both English and Spanish both written and orally. Summer school was specifically focused on Math, ELA, and Reading. We also offered an enrichment STEM/Music class as a part of the 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>	\$2,700
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,700</u>
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**Status**

Approved

Line Item ID: 200-3-0003



**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**

60-1000-120-00

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss due to COVID will be addressed with the offering of summer school program. All students will be eligible but subgroups will be specifically invited. Summer school focused on low achieving student, students showing a learning gap, socially and economically challenged students, English language learners, migrant, and title students. 32 students were invited to summer school with it still being open to all other k-5 students at their request. To make summer school possible we employed three certified teachers and six paraprofessionals. Of these individuals two currently are employed in our Title/Migrant/ELL room. Two can communicate in both English and Spanish both written and orally. Summer school was specifically focused on Math, ELA, and Reading. We also offered an enrichment STEM/Music class as a part of the 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>	\$6,100
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$6,100</u>
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**Status**

Approved

Line Item ID: 200-3-0004

**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**

60-1000-210-00

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment costs associated with summer school staff. Learning Loss due to COVID will be addressed with the offering of summer school program. All students will be eligible but subgroups will be specifically invited. Summer school focused on low achieving student, students showing a learning gap, socially and economically challenged students, English language learners, migrant, and title students. 32 students were invited to summer school with it still being open to all other k-5 students at their request. To make summer school possible we employed three certified teachers and six paraprofessionals. Of these individuals two currently are employed in our Title/Migrant/ELL room. Two can communicate in both English and Spanish both written and orally. Summer school was specifically focused on Math, ELA, and Reading. We also offered an enrichment STEM/Music class as a part of the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$8

**Status**

Approved

Line Item ID: 200-3-0005

**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

**Account Number**

60-1000-220-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security and Medicare costs associated with summer school staff. Learning Loss due to COVID will be addressed with the offering of summer school program. All students will be eligible but subgroups will be specifically invited. Summer school focused on low achieving student, students showing a learning gap, socially and economically challenged students, English language learners, migrant, and title students. 32 students were invited to summer school with it still being open to all other k-5 students at their request. To make summer school possible we employed three certified teachers and six paraprofessionals. Of these individuals two currently are employed in our Title/Migrant/ELL room. Two can communicate in both English and Spanish both written and orally. Summer school was specifically focused on Math, ELA, and Reading. We also offered an enrichment STEM/Music class as a part of the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$673
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$673</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0202

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>
Turner-Kansas City	800 South 55th Street, Kansas City, KS 661061566	800 S 55th St, Kansas City, KS 661061566
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jason Dandoy	dandoyj@turnerusd202.org	(913) 288-4100

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kristen Woodbury	Supervisor of Business Services	woodburyk@turnerusd202.org	(913) 288-4185
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Tracy Von Der Bruegge	vonderbruegget@turnerusd202.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.turnerusd202.org/covid-19-updates>

## 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?**

Turner created our ReStart Plan that was updated as the COVID-19 pandemic evolved, the link is included here: <https://resources.finalsite.net/images/v1642626064/turner/xaod6qetmef0kfkee34s/ReStartPlanUpdated1182022.pdf>  
Our students returned to in-person learning at the start of the 2021-2022 school year.  
We work with our Administrative team on any CDC guidance or updates as they occur. We communicate with student families via email and social media for updates and references they can use for the most current CDC guidance and how it will impact schools.  
Our primary focus is on student academic recovery. Our plan for spending the ESSER funds will be intervention staff, staff retention, student & staff technology, curriculum, and air handling for a safe students learning environment.

## 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 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:

Summer learning programs  
After-school tutoring programs  
Additional behavioral support, additional instructional materials

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

### **Families**

We have worked with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items present in our ESSER plan:

Summer learning programs  
After-school tutoring programs  
Additional instructional materials

You will see that these suggestions from parents are reflective in the plan we developed.

### **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of 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:

Retention pay for staff members continuing to support students in future years.  
Increased support by certified content interventionists.  
Extended day and summer programs.

You will see that this information plays a prominent role in our ESSER plan.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

Monthly meetings with KNEA-T leadership discussing approaches to spending ESSER III funds. These funds may also discussed during the formal contract negotiations process.  
Use of ESSER funds for staff retention payments.  
Use of ESSER funds for refunding work days lost due to COVID.

### **Tribes**

We contacted a community member who is connected to the Heart of America Indian Center. They were not able to identify any students in our district affiliated with a Tribe. In a review of our student information system, we identified 25 students who reported a designation of Native American. We surveyed the parents of these students and they indicated 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**

We interacted with our contact at the Kansas NAACP and sent a survey regarding preferences for ESSER III distribution. We have not yet received their feedback. We did receive feedback from Kansas City United Way, their feedback is included in the next section.

The following is a link to the survey we sent to them <https://tinyurl.com/2fr7nrm5>

Within the survey you can see the responses we have received from the different stakeholders. We have incorporated the feedback we received into the plans for our ESSER spending for all students academic and instructional support.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Our district contacts at the below organizations were contacted regarding ESSER input and were sent the survey:

Kansas City United Way: serve underserved and homeless students and families

KVC Kansas: serve children in foster care, children who are incarcerated, and underserved students

El Centro: serve English Learner families and students as well as migratory families

Responses with consensus from this group were:

Additional personnel support for academic intervention

Additional 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 a community leadership group called the "Turner Community Connection". We collected feedback from them related to ESSER funds. Our building Site Councils were given the opportunity to take the ESSER survey. These committees are made up of a diverse groups 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 (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.**

Turner USD 202 and other Kansas schools shifted to remote learning in March of 2020. In the fall of 2020, Turner began the year with two learning models: "Blended," for which students attended in-person on alternating days, and "Remote". Students returned to school in-person in the fall of 2021 but the year has been significantly disrupted due to spread of COVID variants. Throughout the first semester of the 21-22 school year, the district experienced significantly lower average daily attendance than in years prior to the pandemic. Average daily attendance quarter 1 district wide was 90.9% compared to 95.4% in the first quarter of the 19-20 school year.

When comparing our Winter 2020 MAP data to Winter 2021 MAP data, our mean student performance dropped an average of 3.3 RIT points in mathematics across grades 1-6. The most alarming drop was in first grade where there was a 6-point drop in the mean and in fourth grade where there was a 5-point drop in the mean. Our mean performance dropped an average of 1.9 RIT points in reading with the most significant decline was in first grade, 6 RIT points. While the Winter 2022 MAP data in most cases has improved over Winter 2021 it is still not to the Winter 2020 level of performance.

The loss of learning was also evident on the Kansas assessment. The percent of students performing at the lowest two levels in mathematics increased in all grades but 7 and 8 from spring of 2019 to spring of 2021. Performance at the middle level did not improve just remained stagnant. In English Language Arts, the percent of students performing at the lowest two levels increased in grades 3, 4, and 10 and remained stagnant in grades 7 and 8.

In the first semester of the 2020-21, 26.3% Turner High School students had three or more Fs. In addition, 18.4% of remote only learners failed 6 or more classes first semester earning less than 1 credit towards graduation. In the second semester of 2020-21, 16% of Turner High School students had three or more Fs. In the first semester of 2021-22, 13% of Turner High school students had 3 or more Fs. While the interventions put in place are improving performance, there is still work to be done. This failure rate will have a huge impact on graduation rate if students do not recover credit.

In the fall of 2020, 13.8% Turner Middle School students failed both ELA and Math first semester and 19.8% of remote only students failed six or more classes. In the spring of 2021, 25% of students failed both English and Math. This learning loss will leave large deficits as students prepare to enter high school.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Turner will be using ESSER III funds to hire additional instructional positions to intervene with students who have academic needs. These positions include content specialists in literacy and math at elementary buildings. Secondary schools will receive positions to support students who are at-risk due to instructional losses. Permanent substitutes will also be hired to maintain consistency in instruction and provide an adult with an established relationship to the building and students in the absence of the regular classroom instructor.

Hiring and retaining staff has become especially challenging due to the pandemic. Retention pay will be funded for each employee for each of the next two years in which they are contracted to work.

Turner will review our district curriculum and purchase a variety of instructional resources. Curricular resources for virtual learning with digital components will be recommended in the areas of intervention and English Language Arts.

Instructional time will increase through extended day and an extended year program during the next two summers. Summer schools will 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 intervention programs that will support students with reading, math and credit deficiencies.

The academic recovery will be evaluated using student performance data including the NWEA MAP, BAS, and the KAP. Assessments aligned to the curriculum and embedded digital intervention programs will be used 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. TUSD will evaluate our efforts using data collected on the 5Essentials survey on 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 and our data from the SOS. Our attendance and discipline data will also be examined. We will also examine the data from a newly implemented tracking system in our counseling program.

We plan to update instructional technology that proved lacking during instruction this year. New student devices will take place across the district. Lastly, funds will be used to improve air quality at our high school.

Elementary Math Coaching Program - addition of Math Coach

Evidence supports the use of instructional coaching with teachers. Coaching has a positive impact on student achievement by producing higher quality teachers. The following are links to evidence:

[https://scholar.harvard.edu/files/mkraft/files/kraft\\_blazar\\_hogan\\_2018\\_teacher\\_coaching.pdf](https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf)

[https://www.edweek.org/education/opinion-instructional-coaching-finally-an-easy-choice/2016/09#:~:text=Hattie%20found%20that%20when%20instructional,4%20is%20considered%20effective\).](https://www.edweek.org/education/opinion-instructional-coaching-finally-an-easy-choice/2016/09#:~:text=Hattie%20found%20that%20when%20instructional,4%20is%20considered%20effective).)

<https://www.educationnext.org/in-schools-teacher-quality-matters-most-coleman/>

Purchase of K-12 Math Curriculum:

The three curriculums being considered by TUSD are Eureka Math, Illustrative Math and iReady Math. All of the curriculum products meet expectations of focus and coherence, as well as rigor and mathematic practices.

The links to evidence:

<https://www.edreports.org/reports/overview/eureka-math-2015>

<https://www.edreports.org/reports?q=Illustrative+Math>

<https://www.edreports.org/reports?q=iReady>

Purchase of 6-12 ELA curriculum:

The district will select products to review that are highly rated in text quality, building knowledge, standard alignment and usability. The link to evidence: <https://www.edreports.org/compare/results/ela-hs>

Diversity, Equity, and Inclusion Professional Learning:

Professional learning for our staff in diversity, equity and inclusion will enhance our staff's ability to create a culturally responsive classroom and support all learners from a variety of cultures with varying racial and ethnic backgrounds.

The links to evidence:

<https://www.newamerica.org/education-policy/edcentral/5-ways-culturally-responsive-teaching-benefits-learners/>

<https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/culturally-responsive-instruction-best-practices.aspx>

[https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_106.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_106.asp)

Absenteeism Prevention Support - Addition of support for truancy

Absenteeism impacts student learning and graduation progress. TUSD currently maintains on full time employee that follows up with students, families and ultimately the court system if necessary regarding chronic absenteeism. Adding a position, will allow us to intervene sooner and have more frequent monitoring.

Link to evidence:

[https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508\\_ChronicAbsenteeism\\_NatlSummary\\_Balfanz\\_Byrnes\\_2012.pdf](https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508_ChronicAbsenteeism_NatlSummary_Balfanz_Byrnes_2012.pdf)

<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/23>

**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 and create instructional consistency for students when staff have been out.

We have added a counselor and an instructional coach and to address the mental health needs of staff. These additional positions will be funded for two more years with the ESSER funds. There are additional hours added to a social worker and occupational therapist paid with COVID-19 SPED 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 all staff for returning to work at the beginning of the following school year.

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 are in the process of hiring an elementary math coach.

We have planned for additional support for our truancy department with a classified position.

We will also hire a diversity, equity, and inclusion trainer for additional support for students.

We are planning to continue a STEM summer program for the next 2 years.

We are adopting new ELA curriculum resources for 6-12 and K-12 math resources.

Student technology upgrade due to outdated devices, this affords the student the ability to work both in the classroom and at home.

Our high school HVAC system is the original equipment and more than 20 years old. Replacing this will improve the air quality and provided the needed air exchange and bring efficiencies that we do not currently have.

**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 at the elementary level 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.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$9,464,966	\$0	\$9,464,966	ESSER III Allocations	\$1,892,994
Approved Total	\$7,732,748	\$0	\$7,732,748	Approved Total	\$2,233,650
Amount Left	\$1,732,218	\$0	\$1,732,218	Amount Still Needed	\$0
In Review Total	\$1,732,218	\$0	\$1,732,218	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
202-3-0028	Direct	False	2620	739	14	\$1,732,218	Task Force Review
202-3-0029	Direct	False	1000	100	12	\$216,000	Approved
202-3-0030	Direct	True	1000	100	12	\$440,000	Approved
202-3-0031	Direct	False	1000	100	16	\$1,200,000	Approved
202-3-0001	Direct	True	1000	100	12	\$1,784,000	Approved
202-3-0002	Direct	False	1000	120	16	\$210,000	Approved
202-3-0003	Direct	False	1000	213	16	\$394,525	Approved
202-3-0004	Direct	False	1000	221	16	\$294,526	Approved
202-3-0005	Direct	False	1000	290	16	\$3,850	Approved
202-3-0006	Direct	False	1000	653	12	\$1,015,350	Approved
202-3-0007	Direct	False	1000	736	9	\$750,000	Approved
202-3-0008	Direct	False	2113	100	16	\$51,000	Approved
202-3-0009	Direct	False	2113	213	16	\$9,675	Approved
202-3-0010	Direct	False	2113	221	16	\$3,902	Approved
202-3-0011	Direct	False	2100	120	16	\$180,000	Approved
202-3-0012	Direct	False	2100	213	16	\$38,700	Approved
202-3-0013	Direct	False	2100	221	16	\$13,770	Approved
202-3-0014	Direct	False	2100	290	16	\$232	Approved
202-3-0015	Direct	True	2100	653	12	\$9,650	Approved
202-3-0016	Direct	False	2213	100	16	\$235,908	Approved
202-3-0017	Direct	False	2213	213	16	\$38,700	Approved
202-3-0018	Direct	False	2213	221	16	\$18,048	Approved
202-3-0019	Direct	False	2213	290	16	\$236	Approved
202-3-0020	Direct	False	2213	321	10	\$60,000	Approved
202-3-0021	Direct	False	2500	120	16	\$590,000	Approved
202-3-0022	Direct	False	2500	221	16	\$45,136	Approved
202-3-0023	Direct	False	2500	290	16	\$23,990	Approved
202-3-0024	Direct	False	2700	120	16	\$80,000	Approved
202-3-0025	Direct	False	2700	213	16	\$19,350	Approved
202-3-0026	Direct	False	2700	221	16	\$6,120	Approved

## Line Item Details

Line Item ID: 202-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Equipment

**Account Number**

68-2620-739-1919

**Function Code**

2620 - Maintenance of Buildings

**Object Code**

739 - Other Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New HVAC system at the high school to improve the air filtration in order to mitigate the spread of COVID-19 so students can be back for in person learning. The replacement would be completed by 9/2024

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$1,000,000

**Budgeted Expenditures in SFY 2024** \$732,218

**Total Expenditures** \$1,732,218

**Status**

Task Force Review

**Line Item Comment from KSDE**

Clarification: Please provide information explaining how this expenditure is necessary due to COVID-19, a timeline to ensure that the project(s) will be completed by the funding obligation date and that the required facilities improvement paperwork has been completed.

Allowable if meets CDC guidelines.

Line Item ID: 202-3-0029

**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-3 Certified Salaries

**Account Number**

68-1000-100-1919

**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**

2 full-time dedicated district certified substitute teachers, \$108,000 We would have dedicated substitutes that will fill in when staff is out. They will be trained and have attended professional development for curriculum software for used for students. The emphasis is to catch students up from the learning loss suffered during COVID-19. Having teachers in place that know the plans is less disruption to students and the provide a consistent learning plan.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$108,000**Budgeted Expenditures in SFY 2024** \$108,000**Total Expenditures** \$216,000**Status**

Approved

Line Item ID: 202-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Certified Salaries

**Account Number**

68-1000-100-1919

**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**

\$220,000 salary for extra duty conducted during the school year for tiered instruction to catch up from the learning loss done after school, this will occur outside the duty day. Teacher pay is \$30/hour for instruction and an additional \$20/hour for planning the instruction for the students. The planning time is limited to an hour a day. For example, estimating \$130/week for 3 hours of direct instruction and 2 hours of planning per teacher and it would support 130 teachers to work 13 weeks over the course of the school year.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$220,000**Budgeted Expenditures in SFY 2024** \$220,000**Total Expenditures** \$440,000**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Certified Salaries

**Account Number**

68-1000-100-1919

**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**

In order to retain teachers and have them return for the following school year we have planned for \$600,000 for retention stipends for 325 certified staff. The planned percentage of retention premium pay amount is 3% of the base salary. The plan is for a payment in October of 22 (FY23) and again in October 23 (FY24).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$600,000
<b>Budgeted Expenditures in SFY 2024</b>	\$600,000
<b>Total Expenditures</b>	<u>\$1,200,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Certified Salaries

**Account Number**

68-1000-100-1919

**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**

The instructional salaries are for student learning loss experienced during COVID-19. The catch up needs to be supported with intervention instructors working directly with students in small group instruction as well as 1:1 instruction.

The salaries in this line item are for FY23 & again in FY24 by line item are broken down as follows:

13 Intervention teacher certified salaries for direct tiered instruction K-12, \$892,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$892,000
<b>Budgeted Expenditures in SFY 2024</b>	\$892,000
<b>Total Expenditures</b>	<u>\$1,784,000</u>

**Status**

Approved

Line Item ID: 202-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Classified Salaries

**Account Number**

68-1000-120-1919

**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**

Instructional support salaries for (5) para educators that are providing additional support in the classroom working with students in small groups or individually to catch them up because of the learning loss created during COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$105,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$105,000
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<b>Total Expenditures</b>	<u>\$210,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Clarification: Please provide additional information explaining how this expenditure is related to COVID-19.

Line Item ID: 202-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Health Insurance

**Account Number**

68-1000-213-1919

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

district paid medical insurance for 13 instructional interventionists, 2 full time certified substitutes and 5 paras working with students in small groups or with individuals to catch them up on due to the COVID-19 learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$183,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$211,025
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<b>Total Expenditures</b>	<u>\$394,525</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Clarification: Please provide additional information on which line item is related to this expenditure.

**Allocation Type**

Direct Allocation

**Is this Item 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 FICA

**Account Number**

68-1000-221-1919

**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**

district paid fica for the following salary positions:  
 certified interventionist instructional salaries  
 certified substitute salaries  
 certified targeted after school instruction and instruction planning for these intervention sessions.  
 retention premium pay for certified staff returning for the next school year.  
 classified para pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$147,263
<b>Budgeted Expenditures in SFY 2024</b>	\$147,263
<b>Total Expenditures</b>	\$294,526

**Status**

Approved

**Line Item Comment from KSDE**

Clarification: Please provide additional information on which line item is related to this expenditure.



**Allocation Type**

Direct Allocation

**Is this Item 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 Other Benefits

**Account Number**

68-1000-290-1919

**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**

district paid unemployment insurance for 13 instructional interventionists, 2 full time certified substitutes and 5 paras working with students in small groups or with individuals to catch them up on due to the COVID-19 learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,925
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,925
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<b>Total Expenditures</b>	\$3,850
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**Status**

Approved

**Line Item Comment from KSDE**

Clarification: Please provide additional information on which line item is related to this expenditure.

Line Item ID: 202-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Instructional Software

**Account Number**

68-1000-653-1919

**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**

Instructional resources, ela 6-12 and math curriculum for K-12. In the narrative there is more information, the specific software has not been decided on at the time of the application. The software is used to catch up the student scores that had a learning loss during the COVID-19 year of hybrid and remote learning. We will utilize this software to work with the students to quickly see the level of the student and what the gap is to get them back on track.

Update: Eureka Math digital has been chosen as the math curriculum for K-12, the software is \$821,077 with discounts and the purchase order has been placed.

Eureka math has curriculum-aligned tests that will help target foundational skills for each of unit. Those exams will be able to help align to specific content, and potentially could be more helpful than more generic reading and math exams in helping to pinpoint teaching gaps.

The K-6 ELA software is estimated to be purchased in January 2023, right now the estimate is \$336,000 to \$400,000 for the software. This software like the math curriculum will help identify the students that need content help, that are still catching up for the learning loss during COVID-19 and the 2020-2021 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>	\$1,015,350
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,015,350</u>

**Status**

Approved

Line Item ID: 202-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Instructional technology equipment

**Account Number**

68-1000-736-1919

**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**

This expenditure is for instructional devices, software, cases and connectivity for learners to work in the classroom as well as at home to catch up on learning loss that occurred during COVID-19. We are purchasing devices to continue and maintain our 1:1 devices for classroom instruction as well as students work at home. We had an increase on the wear and tear of the devices during our hybrid year during the first year of the pandemic during 20/21 when the students took the devices home. Previously devices in the elementary level were left at the schools, now in order to catch up the devices are taken home more regularly. The need to replace the devices sooner than in pre-COVID-19 school years due to wear and tear. This expenditure would be the final lease payment of \$189,494 for apple devices purchased for the 20/21 year. Then a purchase of an estimated 2500 replacement ipads for K-6 to start of a new lease to keep the devices up to date for student learning. The amount listed would be for the lease payment for the replacement ipads for FY23 & FY24 as well as the final lease payment in FY23 for the previous device purchase.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$450,000
<b>Budgeted Expenditures in SFY 2024</b>	\$300,000
<b>Total Expenditures</b>	<u>\$750,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Clarification – Please provide the number of devices to be purchased due to COVID-19.

Line Item ID: 202-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Social Worker Certified Salaries

**Account Number**

68-2113-100-1919

**Function Code**

2113 - Social Work Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our Special Services Director added 50% of the salary of one of our social worker hours who had been part time and was moved to full time to address the student needs after the return to full-time in-person learning in the 21/22 school year during COVID-19. This salary expenditure is for the social worker hours to continue in the 22/23 & 23/24 school years based on student needs to provide additional social and emotional supports. The social workers case loads increased during our hybrid year in 20/21 and we saw the need to add hours to serve the 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>	\$25,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$25,500
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<b>Total Expenditures</b>	\$51,000
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**Status**

Approved

**Line Item Comment from KSDE**

Clarification – Please provide more information on how this position relates to COVID-19

Line Item ID: 202-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Health Insurance

**Account Number**

68-2113-213-1919

**Function Code**

2113 - Social Work Services

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

district paid medical insurance for social worker salaries

<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>	\$4,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,175
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<b>Total Expenditures</b>	\$9,675
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**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 FICA

**Account Number**

68-2113-221-1919

**Function Code**

2113 - Social Work Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

district paid fica for social worker salaries

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,951
<b>Budgeted Expenditures in SFY 2024</b>	\$1,951
<b>Total Expenditures</b>	<u>\$3,902</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Support Services classified salaries

**Account Number**

68-2100-120-1919

**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**

We are adding 2 additional classified support staff positions to address learning loss and truancy that has occurred during COVID-19. This expense is for salary for an additional truancy support classified staff member and a student data coordinator support staff member.

Our student data software, Infinite Campus, has a module that has an early warning system and secondary intervention identification software. This software will be used to identify students needing intervention based on attendance, grades, test scores to catch up from the learning loss during COVID-19. The software collects all of the data and makes the student needs easier to identify. The student data coordinator position that will be monitoring and following up to make sure the identified students are receiving the intervention assistance needed to address the learning loss. The truancy support position will provide additional help locating and following up with students who's absences have escalated during COVID-19 and also students that are now exhibiting behavior issues, that were not being presented prior to COVID-19, but now are require intervention/suspension hearings.

<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>	\$90,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$90,000
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<b>Total Expenditures</b>	<u>\$180,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Clarification – Please provide more information on how this position relates to COVID-19.

Line Item ID: 202-3-0012

**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-3 Health Insurance

**Account Number**

68-2100-213-1919

**Function Code**

2100 - Support Services (Students)

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

district paid medical insurance for support staff

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$18,000**Budgeted Expenditures in SFY 2024** \$20,700**Total Expenditures** \$38,700**Status**

Approved

Line Item ID: 202-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 FICA

**Account Number**

68-2100-221-1919

**Function Code**

2100 - Support Services (Students)

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

district paid fica for support salaries

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,885**Budgeted Expenditures in SFY 2024** \$6,885**Total Expenditures** \$13,770**Status**

Approved

Line Item ID: 202-3-0014

**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-3 Other Benefits

**Account Number**

68-2100-290-1919

**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**

district paid other benefits for support salaries

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$116**Budgeted Expenditures in SFY 2024** \$116**Total Expenditures** \$232**Status**

Approved

Line Item ID: 202-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER-3 Student Support software

**Account Number**

68-2100-653-1919

**Function Code**

2100 - Support Services (Students)

**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**

Our student data software, Infinite Campus, has a module that has an early warning system and secondary intervention software. This software will be used to identify students needing intervention based on attendance, grades, test scores to catch up from the learning loss during COVID-19. The software collects all of the data and makes the needs easier to identify. We have also added a data coordinator position that will be monitoring and following up to make sure the identified students are receiving the intervention assistance needed to address the learning loss. The software module cost is \$9,650, the cost of the additional staff member is not in this line.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,650**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,650**Status**

Approved

Line Item ID: 202-3-0016



**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 Instructional Coach Certified Salaries

**Account Number**

68-2213-100-1919

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

2 instructional certified coach salaries. They are focused on training teachers in ELA and Math to drill down into the test scores and close the gap of the learning loss due to COVID-19 from the hybrid and 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>	\$117,954
<b>Budgeted Expenditures in SFY 2024</b>	\$117,954
<b>Total Expenditures</b>	<u>\$235,908</u>

**Status**

Approved

**Line Item Comment from KSDE**

Clarification – Please provide more information on how this position relates to COVID-19 and beyond what is typically provide for instructional coaching/support.

Line Item ID: 202-3-0017

**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 Health Insurance

**Account Number**

68-2213-213-1919

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

district paid medical insurance for instructional coach salaries

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,700
<b>Total Expenditures</b>	<u>\$38,700</u>

**Status**

Approved

Line Item ID: 202-3-0018

**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 FICA

**Account Number**

68-2213-221-1919

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

district paid fica for instructional coach salaries

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,024**Budgeted Expenditures in SFY 2024** \$9,024**Total Expenditures** \$18,048**Status**

Approved

Line Item ID: 202-3-0019

**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 Other Benefits

**Account Number**

68-2213-290-1919

**Function Code**

2213 - Instructional Staff Training 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**

district paid other benefits for support salaries

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$118**Budgeted Expenditures in SFY 2024** \$118**Total Expenditures** \$236**Status**

Approved

Line Item ID: 202-3-0020

**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 Instructional Staff Training

**Account Number**

68-2213-321-1919

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

321 - Instructional Programs Improvement Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

instructional staff professional learning training on diversity, equity and inclusion and student mental health support

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30,000**Budgeted Expenditures in SFY 2024** \$30,000**Total Expenditures** \$60,000**Status**

Approved

Line Item ID: 202-3-0021

**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 Classified salaries

**Account Number**

68-2500-120-1919

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

staff retention premium pay for classified staff and administrators. Staff retention premium pay will be paid in October of the following school year. For staff that worked all of the 21/22 school year will receive a retention stipend in October 2022. Staff who work all of the 22/23 school year will receive a retention stipend in October 2023. The planned percentage retention premium pay amount is 3% of base pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$295,000**Budgeted Expenditures in SFY 2024** \$295,000**Total Expenditures** \$590,000**Status**

Approved

Line Item ID: 202-3-0022

**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 FICA

**Account Number**

68-2500-221-1919

**Function Code**

2500 - Central Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

district paid fica for classified salaries

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22,568**Budgeted Expenditures in SFY 2024** \$22,568**Total Expenditures** \$45,136**Status**

Approved

Line Item ID: 202-3-0023

**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 Other Benefits

**Account Number**

68-2500-290-1919

**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**

district paid other benefits for support salaries &amp; district-wide employee assistance program

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,695**Budgeted Expenditures in SFY 2024** \$12,295**Total Expenditures** \$23,990**Status**

Approved

Line Item ID: 202-3-0024

**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 Transportation support staff

**Account Number**

68-2700-120-1919

**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**

During COVID-19 we required additional bus routes to provide the required social distancing of student while being transported. We have had a bus driver shortage and additional communication with parents in the last 2 years that we had not needed prior to COVID-19.

This additional transportation support staff would be utilized for coordinating and communicating with parents. The behavior issues on the buses have increased after the hybrid year in 20/21 and the continued to rise during 21/22 when we were back to in-person learning full time. With bus driver shortages and drivers covering other routes has caused an increase in parent calls because the routes are not what they had been prior to COVID-19. In 22/23, due to the driver shortage created during the pandemic we are planning on having to consolidate bus routes and with that will trigger much more communication with parents. We also anticipate that we will receive many more calls at the bus barn. This position will be the central position for answering parent calls and questions.

<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>	\$40,000
<b>Total Expenditures</b>	\$80,000

**Status**

Approved

Line Item ID: 202-3-0025

**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 Health Insurance

**Account Number**

68-2700-213-1919

**Function Code**

2700 - Student Transportation Services

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

district paid medical insurance for transportation support staff

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,000**Budgeted Expenditures in SFY 2024** \$10,350**Total Expenditures** \$19,350**Status**

Approved

Line Item ID: 202-3-0026

**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 FICA

**Account Number**

68-2700-221-1919

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

district paid fica for transportation support staff

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,060**Budgeted Expenditures in SFY 2024** \$3,060**Total Expenditures** \$6,120**Status**

Approved

Line Item ID: 202-3-0027

**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 Other Benefits

**Account Number**

68-2700-250-1919

**Function Code**

2700 - Student Transportation 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**

district paid other benefits for support salaries

<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>	<u>\$80</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0256

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Marmaton Valley	128 West Oak Street, Moran, KS 66755	128 West Oak Street, Moran, KS 66755
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Kim Ensminger	ensminger@usd256.net	(620) 237-4250

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sherry Henry	Board Clerk	sherry@usd256.net	(620) 237-4250

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.marmatonvalley.org/browse/227088>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

ESSER I and ESSER II funds were used to purchase disinfectant, Bio Protectant, and food grade disinfectant that could be utilized in our kitchen and lunchroom. Additional application equipment had to be purchased to ensure proper application of these disinfectants as well as other equipment for deep cleaning purposes. Funds were also used to hire extra employees as well as pay employees for the extra duties they performed due to COVID. ESSER III funds will be used primarily to address learning loss due to COVID-19.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students



On March 29, 2022, the superintendent of schools met with the High School Student Council and first explained ESSER III. The students understood that the funds had to be utilized to address needs that were caused by COVID. They took the discussion seriously and voiced concerns they had. One concern that a majority of the students were concerned about was their math abilities. This is a legitimate concern since the data shows math being our lowest scores on Junior ACT scores with the 2022 score being an 18. Another concern some students mentioned is reading capabilities. Some of the students admitted they need to read material several times before they understand what they have read; however, additional supports could be provided by the district to help support our students mitigate the impact of learning loss caused by the COVID-19 pandemic. As such, our ESSER plan takes these comments into consideration and are addressed in our plan.

### **Families**

The district conducted a community meeting August 18, 2021 that coincided with our Open House. Initial discussion from a small group of community members (parents and patrons) that attended the meeting lead to the development of a survey that was sent to email addresses of all families in the district. Ninety-three individuals responded to this survey. Seventy-one percent of the respondents supported additional the acquisition of instructional materials; sixty-four percent supported additional personnel to help with academic intervention; fifty-eight percent supported after school tutoring programs; fifty-one percent supported offering summer school; and fifty-two percent supported behavioral support and intervention. Given the response rate and the feedback and input they provide, our plan reflects this feedback.

### **School and District Administrators including Special Education Administration**

All administration (2 people) worked together to develop the ESSER III plan. We have taken our time to look closely at survey data, academic data, and behavioral data to identify our areas of need. We see a trend for the need of literacy intervention, especially among our younger grades and a need for math intervention throughout the district. In visiting with and consulting with the outgoing director and incoming director of our local special education cooperative, each felt addressing these areas within the district would benefit identified students as well.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

All employees of Marmaton Valley had the opportunity to have input into the development of the plan to utilize ESSER funds. The superintendent not only had a discussion with the employees in a district meeting, but also had the opportunity to complete a survey and submit an email to submit additional ideas that were not covered within the survey. Beyond additional staff and social-emotional support, remodeling suggestions, window replacement, and HVAC upgrades were mentioned by staff as important considerations for overall health, safety, and well-being. A plan was then developed by school and teacher leadership. A final plan was presented to the school board on April 11, 2022. All were in agreement to have some funds remaining in ESSER III to address future academic, social-emotional, and facility needs based on data collection in the 2022-2023 school year.

### **Tribes**

After an extensive review of local resources, there are no tribes located within the Marmaton Valley School District. However, two students in the district identified with a tribe. The families of students who have demographic information that indicates being Native American have been contacted directly and consulted. These parents did indicate to us that they completed the on-line parent survey. In fact, one of the parents is a school board member. The opinion of these parents in our face-to-face conversation is for the school to pursue the acquisition of additional staff to address learning loss and the academic needs of all children. They specifically expressed support for addressing math and reading skill deficiencies caused by learning loss due to the COVID-19 pandemic.

### **Civil Rights Organization including Disability Rights Organizations**

We are a small rural school with an enrollment of 272 students. While we have no civil rights organizations or disability rights organizations within the school district, we directly consulted with and received some input from a few Civil Rights Organizations. We reached out to the Kansas Human Rights Commission and the Kansas Action for Children organization. We shared our plans for use of ESSER III funds and requested input during this consultation. We received responses from both organizations. Ruth Glover of the Kansas Human Rights Commission stated that this organization has not established guidance regarding ESSER III funding. John Wilson of KAC liked the proposed use of funds and also mentioned retention pay for teachers and staff. Given this feedback, our plan reflects these considerations from this consultation.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We are a small rural school with an enrollment of 272 students. We have thoroughly examined our demographics in consultation with our student information system and our staff in order to contact parents of those students who are in foster care, homeless, or migrant students. To date, we have no students in these categories. Given our efforts to reach out to the Kansas Human Rights Commission and the Kansas Action for Children organization, we believe the feedback we received from them would benefit students should any arrive to us who qualify for services under one or more of these categories. Regarding children with disabilities, we currently serve 47 students and we contacted parents directly for their feedback and input, both through the survey and by phone calls. Their feedback emphasized the use of ESSER funds to focus on mitigating learning loss due the COVID-19 pandemic in the areas of reading, math, and social-emotional skills.

### **Provide the public the opportunity to provide input and take such input into account**

The district conducted a community meeting August 18, 2021 that coincided with our Open House. Initial discussion from a small group of community members (parents and patrons) that attended the meeting led to the development of a survey that was sent to email addresses of families in the district. Ninety-three individuals responded to this survey. Seventy-one percent of the respondents supported additional instructional materials; sixty-four percent supported additional personnel to help with academic intervention; fifty-eight percent supported after school tutoring programs; fifty-one percent supported offering summer school; and fifty-two percent supported behavioral support and intervention. Additionally, school families and the public have had the option and opportunity to let us know their thoughts during other community events throughout the school year, such as parent-teacher conferences and through open communication lines through phone and email.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

COVID-19 has impacted our students district wide academically, mentally, and socially. Our fall MAP testing revealed that our students still suffer due to the COVID despite students being in session almost all year in 2020-2021. Our winter 2021 testing session showed we had made gains, but 38% of our student in the elementary and 47% of our students in grades 6-12 scored below grade level in at least one subject area. We test reading, ELA, and math.

Our school has been open all year this academic year and we know students are being affected emotionally by COVID. We are fortunate to have an in-house counseling service for students. The number of families seeking services for their children has increased by 32% in our district. The first half of this academic year, multiple students had to quarantine more than one time causing the students to miss both academic and extracurricular opportunities. This had an emotional toll on many of our high school students who are used to being extremely involved in school activities. We have an increase in our chronic absentee rate particularly in the 6-12. Normally, we deal with 2 to 3

students. This year we are dealing with 7 students. Unfortunately, we have seniors who have dropped out of school despite our best efforts to encourage them to finish their senior year.

Staffing has been a problem all year. More so than last year. We have unfilled custodial positions, bus driver positions, and para positions. Additionally, our special education program is understaffed in both buildings. The effects of the COVID-19 pandemic has made people hesitate to work especially in school environments.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We will use the ESSER III funds in several different evidence-based interventions to address learning loss. First, our students are struggling with literacy. Our younger students have gaps in phonemic awareness and the data shows all of our students are struggling with comprehension. Evidence suggests (<https://files.eric.ed.gov/fulltext/ED530356.pdf>) that the use of a Literacy Coach will help our district address these issues for the benefit of student learning and achievement. Secondly, our grades 4-9 are struggling with math skills. Evidence suggests (<https://eric.ed.gov/?id=ED560695>) that the addition of a math specialist to provide remediation for these students would provide benefits. Students in middle school and high school would be assigned to this teacher by semester for data driven remediation to mitigate the impact of learning loss caused by the COVID-19 pandemic. Additionally, grades 4 and 5 students will work with this teacher in a small group setting for Tier III intervention. Thirdly, we want to hire an additional second grade teacher to reduce the size of the 2022-2023 class. These students wore a mask their entire kindergarten year impacting their phonics skills. Many of these students are struggling in 1st grade with phonics specifically long vowels, vowel teams, digraphs and trigraphs. Additionally, some of these students struggle with phonemic awareness. Reducing the class size will allow for the teacher to work more closely with students on these critical reading skills. A fourth strategy that we are implementing is providing a four-week summer school for elementary students in need of additional support. Evidence suggests (<https://www.jstor.org/stable/3181549>) that summer programming benefits students when groups are organized in small groups and the instruction is targeted. Lastly, a final intervention will be providing after school help/tutoring for students throughout the district. Evidence suggests ([https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4303\\_8](https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4303_8)) that this intervention will benefit students.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We are having difficulty with retention of employees due to the pandemic. One use of the remaining funds will be pay for teacher and staff retention. We wish to wait and see the impact that our plans have before we make a final decision on the use of remaining funds.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will continue to monitor our sources of data including MAP, Lexia, Star Reading, Star Math, State Interim Scores, IXL diagnostics, and Dibels throughout the 2022-2023 school year. We want to use this data to determine the impact that our investment of hiring a district wide literacy coach, a middle school remedial math specialist, and a second teacher for second grade have on academic performance. We know this will take time, but our hope is to see academic growth specifically in math skills and comprehension. Social-emotional gains will be monitored closely. Indicators monitored will be absenteeism, counselor referrals, grades, and involvement in school activities. We anticipate seeing improvement in these areas. We hope to return to having "family time" in our elementary school that was suspended due to the COVID-19 pandemic. Families are made up of students from grades K-5. Character Education topics will be part of the discussions that occur during family time. Students grades 6-12 will participate in small groups that meet weekly to discuss character education topics. Our curriculum is Character Strong which was purchased using ESSER II funds.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$494,624	\$0	\$494,624	ESSER III Allocations	\$98,925
Approved Total	\$434,942	\$0	\$434,942	Approved Total	\$393,442
Amount Left	\$59,682	\$0	\$59,682	Amount Still Needed	\$0
In Review Total	\$9,700	\$0	\$9,700	In Review Total	\$0
Amount Left	\$49,982	\$0	\$49,982	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
256-3-0015	Direct	False	1000	600	12	\$9,700	Task Force Review
256-3-0001	Direct	True	1000	111	11A	\$21,600	Approved
256-3-0002	Direct	True	2720	122	11A	\$10,500	Approved
256-3-0003	Direct	False	2720	626	11A	\$7,500	Approved
256-3-0004	Direct	True	1000	800	11A	\$6,000	Approved
256-3-0005	Direct	True	1000	111	12	\$196,484	Approved
256-3-0006	Direct	True	1000	290	12	\$67,158	Approved
256-3-0007	Direct	True	1000	120	12	\$30,200	Approved
256-3-0008	Direct	True	1000	220	12	\$12,500	Approved
256-3-0009	Direct	True	1000	300	12	\$49,000	Approved
256-3-0010	Direct	False	1000	111	12	\$16,000	Approved
256-3-0011	Direct	False	1000	120	12	\$9,000	Approved
256-3-0012	Direct	False	1000	220	12	\$5,000	Approved
256-3-0013	Direct	False	1000	111	11B	\$4,000	Approved

## Line Item Details

Line Item ID: 256-3-0015

**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**

Really Great Reading Curriculum

**Account Number**

23200

**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**

The COVID-19 pandemic illuminated the need for us to strengthen our core reading and intervention instructional resources. As such, we plan to use funds to identify and address learning loss and/or gaps in foundational reading skills by using Really Great Reading. Across early learning grades, we see 30 percent of our students working below grade level in specific areas in reading based upon NWEA MAP scores. More specifically, grades three-five have 41 percent of the students functioning below grade level in specific areas of reading based upon NWEA MAP testing data from December testing scores. We believe the evidence is in place to show the impact that COVID-19 has had on our older students' foundational reading skills. "Really Great Reading" implementation across the grade levels will assist us with a cohesive and ongoing effort to improve foundational reading skills.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$9,700
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
--	-----

<b>Total Expenditures</b>	<u>\$9,700</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 256-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 SS Teacher Salaries

**Account Number**

23264

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the effects and impact of the COVID-19 pandemic, teachers will be hired for summer school to address significant learning loss among elementary students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
<b>Budgeted Expenditures in SFY 2024</b>	\$14,400
<b>Total Expenditures</b>	<u>\$21,600</u>

**Status**

Approved

Line Item ID: 256-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 Bus Dr Salaries

**Account Number**

23265

**Function Code**

2720 - Monitoring Services

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the effects and impact of the COVID-19 pandemic, bus drivers will be hired to transport students to and from summer school to mitigate learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$10,500</u>

**Status**

Approved

Line Item ID: 256-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 Fuel

**Account Number**

23266

**Function Code**

2720 - Monitoring Services

**Object Code**

626 - Gasoline

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Estimated fuel costs for summer school to mitigate learning loss due to the COVID-19 pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$7,500**Status**

Approved

Line Item ID: 256-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Summer School Misc

**Account Number**

23267

**Function Code**

1000 - Instruction

**Object Code**

800 - DEBT SERVICE AND MISCELLANEOUS

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Cost for snacks for students attending summer school to mitigate learning loss due to COVID-19 (40% of budget) , additional materials to mitigate learning loss due to COVID-19 (20% of budget) and field trip expenses to mitigate learning loss due to the COVID-19 pandemic (40%) for each SFY.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$4,000**Total Expenditures** \$6,000**Status**

Approved

**Line Item Comment from KSDE**

4/26/22 Please itemize these three items.

Line Item ID: 256-3-0005



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 Teacher Salaries

**Account Number**

23261

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the effects and impact of the COVID-19 pandemic, two teachers will be hired to address learning loss. A math specialist will be hired for remediation of students in grades 4-10. An additional second grade teacher will be hired to address a significant loss in literacy skills.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$96,342
<b>Budgeted Expenditures in SFY 2024</b>	\$100,142
<b>Total Expenditures</b>	<u>\$196,484</u>

**Status**

Approved

Line Item ID: 256-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Health Fringe

**Account Number**

23263

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health insurance expense for additional teachers to mitigate learning loss due to the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$31,500
<b>Budgeted Expenditures in SFY 2024</b>	\$35,658
<b>Total Expenditures</b>	<u>\$67,158</u>

**Status**

Approved

Line Item ID: 256-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Para Salaries

**Account Number**

23260

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the effects and impact of the COVID-19 pandemic, a paraeducator will be hired to assist in the 2nd grade classrooms to mitigate learning loss.

<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>	\$15,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,200
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<b>Total Expenditures</b>	<u>\$30,200</u>
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**Status**

Approved

Line Item ID: 256-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Social Security

**Account Number**

23268

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security expense of additional employees to mitigate learning loss due to the COVID-19 pandemic.

<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>	\$5,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,900
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<b>Total Expenditures</b>	<u>\$12,500</u>
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**Status**

Approved

Line Item ID: 256-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER II literacy Coach

**Account Number**

23269

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the effects and impact of the COVID-19 pandemic, a literacy coach will be hired through Greenbush to help the district address learning loss, specifically with literacy and comprehension deficits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$32,500
<b>Budgeted Expenditures in SFY 2024</b>	\$16,500
<b>Total Expenditures</b>	<u>\$49,000</u>

**Status**

Approved

Line Item ID: 256-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSE Teacher Retention

**Account Number**

23261

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention pay will be provided as compensation for their efforts to mitigate learning loss and maintain healthy learning environments due to the COVID-19 pandemic. We will pay 32 individuals \$500.00 on August 15, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/26/22 Please provide the following information. 1. How many staff? 2. How much per staff? 3. Anticipated payment date

Line Item ID: 256-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Classified Retention

**Account Number**

23260

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention pay will be provided as compensation for their efforts to mitigate learning loss and maintain healthy learning environments due to the COVID-19 pandemic. We will pay 20 full time individuals \$400.00 and 5 part-time individuals \$200.00 on August 15, 2022

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/26/22 Please provide the following information. 1. How many staff? 2. How much per staff? 3. Anticipated payment date

Line Item ID: 256-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Retention S.S.

**Account Number**

23268

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security expense for those receiving retention pay and their efforts to mitigate learning loss due to the COVID-19 pandemic.

<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**

Approved

Line Item ID: 256-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Teacher Salaries

**Account Number**

23261

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teachers working with student after school to address learning loss due to COVID-19. Eight teachers working at \$40.00/hr. Teachers will be paid at the end of each semester. This is a "NEW" line item.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
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<b>Total Expenditures</b>	<u>\$4,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

# ESSER III APPLICATION FOR D0258

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>
Humboldt	801 New York, Humboldt, KS 667481801	801 New York, Humboldt, KS 667481801
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Amber Wheeler	amber.wheeler@usd258.net	(620) 473-3121

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Amber Wheeler	Superintendent	amber.wheeler@usd258.net	(620) 333-9669

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.usd258.net/39939\\_1](https://www.usd258.net/39939_1)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We will continue to increase the amount of custodial staff in schools to increase cleaning. This will also require an increase in cleaning supplies. We will continue to offer masks and hand-sanitizer. We will continue to use social distancing when appropriate and possible.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

1. Supports for Social/Emotional Learning
2. Extra-Curricular Activities - They specifically mentioned needing to incorporate field trips and off-site learning activities as part of summer programs and with kids to replace those experiences that were lost during COVID, not only in missed school activities but in many families who put off vacation or trip experiences.
3. Facility Upgrades

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Families**

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

1. Additional supports for academic needs.
2. Additional supports for Social/Emotional needs.
3. After-school programming
4. Additional supports for behavior needs.

You will see that these suggestions from parents are reflective in the plan we developed.

## **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Increased opportunities for outside of school programming. (summer or after-school)

You will see that this information plays a prominent role in our ESSER plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

We allowed all staff members, including classified, teachers, and administrators to participate in a survey regarding needs and use of funds. We also visited with our National Education Association in a meeting. Administrators met extensively to discuss current needs, their current building assessment and the effects of COVID on our results.

Results from those discussions continued to emphasize needs for behavior support, academic supports, social/emotional supports, and extended learning opportunities. Teachers and staff also indicated a need to retain highly trained staff and teachers after several years with high expectations.

## **Tribes**

In a review of our student information system, we identified students who reported as members of a tribe. During a survey sent to those parents, they indicated the following strategies would be of the greatest benefit to them:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Due to the small numbers indicated by our student information system, we also reached out to the Kickapoo Tribe in our state to seek feedback regarding suggestions to best meet the needs of Native American students. While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit our Native American students:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Additional supports for out of school learning time.

### **Civil Rights Organization including Disability Rights Organizations**

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

NAACP

Kansas Action for Children

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Additional supports for out of school learning time.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. In reviewing our student information system, we confirmed that we serve 109 children with disabilities, 1 English Learner, 0 children experiencing homelessness, 1 child in foster care, 0 migratory students, 0 children who are incarcerated, 2 children who we self-identified as underserved. Where representation in each group occurs, we have contacted the families of these students and provided opportunities for their feedback. Additionally, we conducted a survey and visited directly with students in conversations who met the criteria for one or more of these subgroups. It was clear from these conversations and feedback from students and stakeholders that the following supports were most needed:

1. Additional supports to address academic needs.
  2. Additional supports to address behavior needs.
  3. Additional supports to address social/emotional needs.
- While not as highly rated by all, several also identified the need for professional development for teachers and staff. You will see that these suggestions are reflective in the plan we developed.

### **Provide the public the opportunity to provide input and take such input into account**

We collected feedback from the public through an open survey and then shared that information during an open session of board meeting, with administrators, and will share it again at our back-to-school events with staff.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**



COVID 19 required the closing of all schools in the district from March 2020-the end of that school year. The district reopened, but quarantines and students choosing remote impacted the attendance and learning of students. Local groups identified several effects, including increased mental health and behavior needs, academic learning loss, a lack of opportunities for students outside our school buildings, and an increased need for professional development and academic intervention. The district did not see a disproportionate impact on any particular special population in the district as mitigation factors, such as hot spots, and increased support for special education students have been employed.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district. This will pay 6 educators in our district a stipend for time outside the day spent at conferences, attending training sessions, and working directly with our behavior coach. It will also cover time for them to work on plan times, prep for substitutes as necessary, and meet outside school time with teachers needing assistance with behaviors. We are providing each team member with \$1500 stipend. During the 2nd year, we will add a trainee position in order to continue to keep our team at 6 members as members retire or move. Hattie's research indicates an effect size of .62 for strategies related to behavior intervention.

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the inclusion of off-site activities and any fees that might be associated with those activities. It is factored on a \$50 per student for the summer.

Evidence: <https://www.sciencedirect.com/science/article/abs/pii/S0885200612000427>

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district. We will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_PA\\_Improving\\_Teacher\\_Performance\\_Through\\_Instructional\\_Coaching.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Improving_Teacher_Performance_Through_Instructional_Coaching.pdf)

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Teachers will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss or at-risk of failing. This will pay for substitutes for teachers to attend student improvement team meetings, collaboration and planning sessions for interventions, and relevant PD to address the learning losses of our students due to COVID.

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings.

USD 258 will use ESSER III funding to provide retention incentive premium pay of \$1500 per employee to provide for the additional duties required to work in a COVID environment and to maintain staffing through 2024. This will be paid in November to certified staff and in November/May to classified staff in 2 payments. A total of 107 staff currently qualify.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will utilize FastBridge assessments and survey data to ensure we continue working towards our goals of positively impacting the losses due to COVID. We will utilize academic screeners and diagnostic assessments, state assessment data, and social/emotional screeners to ensure we target those students most affected and that the interventions we are utilizing are being effective.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$942,370	\$0	\$942,370	ESSER III Allocations	\$188,474
Approved Total	\$746,472	\$0	\$746,472	Approved Total	\$234,411
Amount Left	\$195,898	\$0	\$195,898	Amount Still Needed	\$0
In Review Total	\$42,537	\$0	\$42,537	In Review Total	\$16,800
Amount Left	\$153,361	\$0	\$153,361	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
258-3-0023	Direct	False	2124	500	5	\$25,737	Task Force Review
258-3-0024	Direct	True	1000	110	11B	\$10,800	Task Force Review
258-3-0025	Direct	True	1000	630	11B	\$6,000	Task Force Review
258-3-0001	Direct	True	1000	110	11A	\$62,700	Approved
258-3-0002	Direct	True	1000	120	11A	\$18,900	Approved
258-3-0003	Direct	True	1000	221	11A	\$6,528	Approved
258-3-0004	Direct	True	1000	610	11A	\$5,000	Approved
258-3-0005	Direct	True	1000	329	11A	\$10,000	Approved
258-3-0006	Direct	False	2000	120	16	\$104,682	Approved
258-3-0007	Direct	False	2000	210	16	\$12,168	Approved
258-3-0008	Direct	False	2000	214	16	\$24,336	Approved
258-3-0009	Direct	False	2000	221	16	\$8,375	Approved
258-3-0010	Direct	False	2000	221	16	\$3,000	Approved
258-3-0011	Direct	False	2000	618	16	\$30,000	Approved
258-3-0012	Direct	False	1000	110	16	\$160,500	Approved
258-3-0013	Direct	True	1000	111	6	\$106,307	Approved
258-3-0014	Direct	True	1000	210	6	\$12,168	Approved
258-3-0015	Direct	True	1000	221	6	\$8,506	Approved
258-3-0016	Direct	True	1000	214	6	\$102	Approved
258-3-0017	Direct	True	1000	290	6	\$4,200	Approved
258-3-0018	Direct	False	1000	320	6	\$72,500	Approved
258-3-0019	Direct	False	1000	110	12	\$19,500	Approved
258-3-0020	Direct	False	1000	320	12	\$57,000	Approved
258-3-0022	Direct	False	1000	115	12	\$20,000	Approved

## Line Item Details

Line Item ID: 258-3-0023

**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**

Purchased Services

**Account Number**

84500

**Function Code**

2124 - Information Services

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

5 - Procedures and systems to improve LEA preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW In order to allow for additional social distancing and remote options for those involved in quarantine situations due to COVID, the district would purchase an online enrollment option that would allow families to enroll for the following year virtually.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$18,237
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<b>Budgeted Expenditures in SFY 2024</b>	\$7,500
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<b>Total Expenditures</b>	\$25,737
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**Status**

Task Force Review

Line Item ID: 258-3-0024

**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**

Certified Salaries

**Account Number**

84140

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW Due to COVID, students are experiencing higher levels of learning loss and lower attendance rates. We are implementing a program at our high school and middle school to provide support for students needing assistance with work or studying. We plan to offer one "study" night every 2 weeks for an average of 4.5 hours (in order to have slots available to student-athletes as well). We will employ 2 staff for middle school and 2 staff for high school during that time at \$20 per hour. We plan to have approximately 10 evenings in the second semester of 22-23 school year and approximately 20 evenings in 2023-24. This will utilize the KSDE approved evidence-based practice of "after school homework assistance" to all students, especially low SES students, a subgroup commonly affected by Covid-related learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$7,200
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<b>Total Expenditures</b>	\$10,800
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**Status**

Task Force Review

Line Item ID: 258-3-0025

**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**

SS/AS Supplies

**Account Number**

84630

**Function Code**

1000 - Instruction

**Object Code**

630 - Food and Milk

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW Due to COVID, students are experiencing higher levels of learning loss and lower attendance rates. We are implementing a program at our high school and middle school to provide support for students needing assistance with work or studying. We plan to offer one "study" night every 2 weeks for an average of 4.5 hours (in order to have slots available to student-athletes as well). We will allocate \$100 each night for snacks/meal for attendees for middle school and the same for the high school evenings. This will utilize the KSDE approved evidence-based practice of "after school homework assistance" to all students, especially low SES students, a subgroup commonly affected by Covid-related learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$4,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 258-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Salaries Certified

**Account Number**

57800

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the salaries for teachers. \$25/hr for 4.5 hrs for 12 teachers for 21 days. It also includes a \$3000 stipend for a coordinator to oversee the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$31,350
<b>Budgeted Expenditures in SFY 2024</b>	\$31,350
<b>Total Expenditures</b>	\$62,700

**Status**

Approved

Line Item ID: 258-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Salaries Classified

**Account Number**

57801

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the salaries for paraprofessionals. Pay is \$20 per hour for 4.5 hrs for 5 paras for 21 days.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,450
<b>Budgeted Expenditures in SFY 2024</b>	\$9,450
<b>Total Expenditures</b>	<u>\$18,900</u>

**Status**

Approved

Line Item ID: 258-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Salaries FICA

**Account Number**

57802

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is FICA for the teachers and paraprofessionals

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,264
<b>Budgeted Expenditures in SFY 2024</b>	\$3,264
<b>Total Expenditures</b>	<u>\$6,528</u>

**Status**

Approved

Line Item ID: 258-3-0004



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Materials

**Account Number**

57803

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the supplies and materials for the program. Teachers will need activity items, specific resources, etc. Examples would include crayons, construction paper, counters, workbooks for intervention materials, bags, ten-frames, etc. It is based on an a \$25 per student amount.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 258-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Activities

**Account Number**

57804

**Function Code**

1000 - Instruction

**Object Code**

329 - Other Professional Educational Services

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the inclusion of off-site activities and any fees that might be associated with those activities. It is factored on a \$50 per student for the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved

Line Item ID: 258-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Salaries

**Account Number**

57805

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. Salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51,064
<b>Budgeted Expenditures in SFY 2024</b>	\$53,618
<b>Total Expenditures</b>	<u>\$104,682</u>

**Status**

Approved

Line Item ID: 258-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Benefits Medical Insurance

**Account Number**

57806

**Function Code**

2000 - Support Services

**Object Code**

210 - Group Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. Insurance

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,084
<b>Budgeted Expenditures in SFY 2024</b>	\$6,084
<b>Total Expenditures</b>	<u>\$12,168</u>

**Status**

Approved

Line Item ID: 258-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Benefits Life Insurance

**Account Number**

57807

**Function Code**

2000 - Support Services

**Object Code**

214 - Life Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. Life Insurance

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,168
<b>Budgeted Expenditures in SFY 2024</b>	\$12,168
<b>Total Expenditures</b>	\$24,336

**Status**

Approved

Line Item ID: 258-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Salaries Taxes and Benefits

**Account Number**

57808

**Function Code**

2000 - Support Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,085
<b>Budgeted Expenditures in SFY 2024</b>	\$4,290
<b>Total Expenditures</b>	\$8,375

**Status**

Approved

Line Item ID: 258-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Benefits Taxes and Benefits

**Account Number**

57809

**Function Code**

2000 - Support Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. 403B Match

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

Line Item ID: 258-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Supplies

**Account Number**

57810

**Function Code**

2000 - Support Services

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district will need to continue to purchase additional cleaning supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

Line Item ID: 258-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Premium Pay

**Account Number**

57811

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 258 will use ESSER III funding to provide retention incentive premium pay of \$1500 per employee to provide for the additional duties required to work in a COVID environment and to maintain staffing through 2024. This will be paid in November to certified staff and in November/May to classified staff in 2 payments. A total of 107 staff currently qualify.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$160,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$160,500</u>

**Status**

Approved

Line Item ID: 258-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

57812

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51,857
<b>Budgeted Expenditures in SFY 2024</b>	\$54,450
<b>Total Expenditures</b>	<u>\$106,307</u>

**Status**

Approved

Line Item ID: 258-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Benefits

**Account Number**

57813

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,084
<b>Budgeted Expenditures in SFY 2024</b>	\$6,084
<b>Total Expenditures</b>	<u>\$12,168</u>

**Status**

Approved

Line Item ID: 258-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

57814

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,150
<b>Budgeted Expenditures in SFY 2024</b>	\$4,356
<b>Total Expenditures</b>	<u>\$8,506</u>

**Status**

Approved

Line Item ID: 258-3-0016



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Benefits

**Account Number**

57815

**Function Code**

1000 - Instruction

**Object Code**

214 - Life Insurance

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51
<b>Budgeted Expenditures in SFY 2024</b>	\$51
<b>Total Expenditures</b>	<u>\$102</u>

**Status**

Approved

Line Item ID: 258-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Benefits

**Account Number**

57816

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,100
<b>Budgeted Expenditures in SFY 2024</b>	\$2,100
<b>Total Expenditures</b>	<u>\$4,200</u>

**Status**

Approved

Line Item ID: 258-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Purchased Instructional Services

**Account Number**

57817

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,000
<b>Budgeted Expenditures in SFY 2024</b>	\$37,500
<b>Total Expenditures</b>	<u>\$72,500</u>

**Status**

Approved

Line Item ID: 258-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

57814

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests behaviors can significantly impact the learning of students in the classroom. Our local feedback indicated a direct need in improving this area due to an increase in behavior/mental health-related incidents due to COVID. This will pay 6 educators in our district a stipend for time outside the day spent at conferences, attending training sessions, and working directly with our behavior coach. It will also cover time for them to work on plan times, prep for substitutes as necessary, and meet outside school time with teachers needing assistance with behaviors. We are providing each team member with \$1500 stipend. During the 2nd year, we will add a trainee position in order to continue to keep our team at 6 members as members retire or move.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$10,500
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<b>Total Expenditures</b>	\$19,500
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**Status**

Approved

**Line Item Comment from KSDE**

district would like to delete this line item - it is a duplicate

Line Item ID: 258-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Purchased Instructional Services

**Account Number**

57817

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests behaviors can significantly impact the learning of students in the classroom. Our local feedback indicated a direct need in improving this area due to an increase in behavior/mental health-related incidents due to COVID. Therefore, we will contract with our local service center to provide a behavior specialist that will work one-on-one with struggling students, assist SIT teams in developing plans, provide on-site and on-time professional development for teachers, and deeply train and coach a group of 6 educators to become a behavior intervention team that will facilitate an ongoing structure within our district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$27,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$57,000</u>

**Status**

Approved

Line Item ID: 258-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Substitutes

**Account Number**

57818

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teachers will meet to review student achievement data, and determine how to best meet the needs of those students who are displaying potential learning loss due to COVID. This will pay for substitutes for teachers to attend student improvement team meetings, collaboration and planning sessions for interventions, and relevant PD to address the learning losses of our students due to COVID. This will provide 100 days per year to be used by our PreK-12 staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0264

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>
Clearwater	151 S. 1st Avenue, Clearwater, KS 67026	Box 248, Clearwater, KS 67026
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Chris Cooper	ccooper@usd264.org	(620) 584-2091

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Chris Cooper	Superintendent	ccooper@usd264.org	(625) 584-2091

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://drive.google.com/drive/folders/1t0fgMTONTR9ESR0sk33aqGSwqT4DxhYX>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Our system will continue to rely on the latest guidance from the CDC to guide our decisions about how to safely keep our schools open. By using this strategy in the 2020-21 and 2021-22 school years we were able to safely have school each day. We plan to also continue to provide rapid antigen testing to symptomatic and close contacts of positive COVID-19 cases. This can be utilized for students and staff members.

Our custodial staff has continued to be vigilant about appropriate cleaning and disinfection practices. We have identified specific products and procedures to maintain the most healthy environment.

Clearwater has and will continue to keep in close contact with the Sedgwick County Health Department and the Kansas Department of Health and Environment to stay up-to-date with the latest COVID information, science, and effective practices.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

Much of the student input was done through examining formal and informal assessment of their learning and progress. Students in grades 4-12 also participated in a survey. At the high school level, building and district administration met with groups of students to have general discussions about the impact of COVID-19 and the needs of the students. Students also participated in community forum discussion meetings. Information from students IPSs were examined to identify possible offerings of high interest to them. This was done because of the low percentage of students reporting that their classes were interesting (37%) or if they fit their future career (67%). This information had a direct impact on the ESSER III plan as is evident in the addition of STEM courses at the middle and high school levels.

Our plan has the following connected supports which benefit all populations of our students:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

## **Families**



All families were invited to participate in a survey. The analysis of this information showed that parents' main concerns related to the impact COVID-19 has had on our system is loss of learning to maintain adequate growth and the loss of opportunities for enrichment and advancement in the curriculum (54%). Parents are also very concerned about maintaining high-quality instruction and teacher retention. In addition to the survey, several parents attended community meetings. The district conducted three evening community meetings for input into the plan. The attendance ranged from a low of 46 to a high of 51 participants. Students, parents, staff, administration, and community members were all represented in the groups. Due to our small size and our ability to have face-to-face school throughout the 2020-21 and 2021-22 school years, more learning loss and student loss of opportunities became the primary topics of discussion. Mitigation of COVID-19 was discussed, but the group felt that the school district had been implementing successful practices. Input from the groups led the plan in the direction of concentrating first on learning loss through the process of equipping teachers through high-quality professional development and evidence-based curriculums and interventions. The second area that emerged was that we needed to increase the opportunities and offerings for all students to have enrichment, especially in the area of technology. The final consensus area was around how we can increase postsecondary success for students. The strategies discussed included increasing the number of dual credit courses offered, increasing workplace experiences that may have been missed due to COVID-19, and to employ staff to develop and implement plans to increase the likelihood of success after graduation. Evidence of the impact from this input is evident throughout the proposed ESSER III expenditures. Specifically the ongoing MTSS work with TASN, additional evidence-based interventions, and the addition of STEM courses at the 7-12th grade level demonstrate that their voices were heard.

The influence of this input is evident throughout the ESSER III plan. A few of those areas are:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities

## **School and District Administrators including Special Education Administration**

We are a small district with only six general education administrators and one special education administrator. We meet weekly as a leadership team and are each heavily involved in all district leadership, plans, and decisions. All administrators in our district, including special education administration, were involved in developing all of the ESSER plans. All administrators were involved in weekly conversations about COVID-19 and ESSER funds. They were also a part of the community discussion meetings, school board meetings, and site council conversations. A great amount of time was spent examining the data.

Data examined included:

Chronic absenteeism- Doubled from 10.8% in 18-19 to 22.61% in 20-21

General absenteeism - Increased by 3.5%

Quarantine data - (Not easily summarized)

Graduation rates- Increased by 3% to 92.4%

Office discipline referrals - increased by 6% at CHS / maintained K-8

State assessments data - Levels 1&2 increased by 7% in Math, 5% in ELA, & 11% in Science

Screening data in math, reading, and social emotional areas- 2-6% increase in highly at risk scores from fall to spring in the 2020-21 school year.

Survey data from parents, students, and staff - Results shared throughout these narratives.

Multiple sources of qualitative data.

Much of this data shows that COVID-19 had an impact on learning for our students. In addition to academic learning, it is also evident that the social emotional needs of our students and staff has increased.

The influence of this input is evident throughout the ESSER III plan. A few of those areas are:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities

**Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Principals are included in the "all administrator" section above. A survey was sent to all staff and the results were examined. Being a small school has allowed us to have building-wide conversations with staff. Our PLC structure has been utilized throughout the process to gain input from each level. The district leadership team (DLT) met four times throughout the year to share input from each building, examine district level data, identify needs, and set priorities. Members of the DLT are all on building leadership teams (BLT). The BLTs each met twice each month to share input from each professional learning community PLC. The BLT also examines building level data, identifies needs, and sets priorities at the building level. All certified staff are involved in a PLC. Each PLC meets weekly and shares input from the classroom level, examines grade level or department data, and sets priorities at the classroom level. COVID-19 and the use of ESSER funds were frequent agenda items at all of these levels. This systematic feedback loop was utilized to gain input and direction from all leaders and certified staff members. District leadership communicated frequently with the teachers' union leadership throughout the planning process. The teacher negotiating team also met with the superintendent and school board representatives three times throughout the planning process. School staff are concerned about many things. The issues that rose to the top during each conversations were:

Lack of engagement by students / social emotional needs & behavior

Lack of resources such as

Intervention curriculum

High quality core curriculum

Time!

Substitutes for all positions

High-quality / personalized professional development

Mentoring / coaching (especially for new staff)

Teacher burnout-Emotional needs

Staff Retention at all levels

Student learning loss / need for differentiation and tiered supports

Lack of adequate programs or classes (59% reported)

Lack of opportunities for students to be involved (47% reported)

The influence of this input is evident throughout the ESSER III plan. A few of those areas are:

Purchasing evidence-based materials

High-quality professional development aligned to the materials and paying staff once the practices are implemented.

Paying for substitutes for professional development

Adding instructional coaches and mentors at the classroom and building levels.

Retention pay

An additional teacher to reduce class size and increase differentiation opportunities

Increased counseling service

Summer school

The district has plans to address several other areas of concern through regular budgets. These include:

Continuing to strengthen the PLCs and teacher teams

Increasing social emotional supports for students including an MTSS structure

Staff recognitions and celebrations / T.O.Y., "joy committee", etc.

## **Tribes**

Census data from "Censusreporter.org" shows that Clearwater has 0% Native American population. We have 1.5% of our student population who identify as some Native American. None have been identified as a member of a tribe. USD#264 has no tribes within 50 miles. Our administration reached out to a representative from each of the federally recognized tribes in Kansas at the contact information below.

Iowa Tribe of Kansas and Nebraska comments@iowas.org

Kickapoo Tribe, 824 111th Drive, Horton KS 66439

Prairie Band Potawatomi Nation, 16281 Q Road, Mayetta, KS 66509

Kevin Burnison - Executive Director- kevin.burnison@sacandfoxks.com Sac & Fox Nation of Missouri in Kansas and Nebraska  
-The following message with a survey was sent to each of the representatives above:

USD#264 Clearwater Kansas School District is seeking input from multiple organizations representing students in our community. This input will be utilized to develop and monitor a plan for the use of Elementary and Secondary Schools Emergency Relief (ESSER) funds. Your input would be greatly appreciated. If you have a moment please complete the survey at the link below. You may also email me directly at ccooper@usd264.org

Chris Cooper  
Superintendent  
USD#264

<https://forms.gle/J1oSNbYTbjkLMckz6>

While we did not hear back from anyone, our plan has the following connected supports which benefit all populations of our students:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

## **Civil Rights Organization including Disability Rights Organizations**

Clearwater, KS Census data:

Above 99% English speaking homes. - number too small to report

9% below poverty level

93% white - 4% two or more races - 2% Hispanic - 1% Black

Mobility Rate 9.5% - Only 2% from out of the county

96% - High school diploma - 69% some college - 30% Bachelor's or higher degree.

75% own homes

Our data:

1 ELL student

27% Free or Reduced Lunches

1.5% American Indian

2.7% Hispanic

3.6% Two or More Races

1.7% Black

External input was requested from the following organizations or groups:

Kansas Human Rights Division

Kansas Action for Children

Disability Rights Center of Kansas

National Alliance on Mental Illness - Wichita

-The following message with a survey was sent to each of the representatives above:

USD#264 Clearwater Kansas School District is seeking input from multiple organizations representing students in our community. This input will be utilized to develop and monitor a plan for the use of Elementary and Secondary Schools Emergency Relief (ESSER) funds. Your input would be greatly appreciated. If you have a moment please complete the survey at the link below. You may also email me directly at [cooper@usd264.org](mailto:cooper@usd264.org)

Chris Cooper

Superintendent

USD#264

<https://forms.gle/J1oSNbYTbjkLMckz6>

Survey feedback confirmed that the priorities for our spending plan should include access to all and additional staff to provide academic, behavioral, and social emotional supports for students.

Parents: Administration met with parents of students of color and other minority populations. Overwhelmingly, the parents representing these groups of students were very complimentary of the efforts the district has made for equity. Being able to have school on site each day from the beginning of the 2020-21 through the 2021-22 school year was reported as the most effective and important thing the school could do. Some of the parents did feel that there was a need for additional social emotional support, appreciated the increased counselor position, and the district's work on connecting students to college and careers.

Our plan has the following connected supports which benefit all populations of our students:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Clearwater USD#264 is not a very diverse community. Below is some data from the US Census and our local data.

Census data:

Above 99% English speaking homes. - number too small to report

9% below poverty level

Median Household income \$73,073

93% white - 4% two or more races - 2% Hispanic - 1% Black

Mobility Rate 9.5% - Only 2% from out of the county

96% - High school diploma - 69% some college - 30% Bachelor's or higher degree.

75% own homes

USD#264 Data:

0 Migratory Students

0 Incarcerated Students

0.003% Students Experiencing Homelessness

1 ELL Student

.008% Foster Care Students

27% Free or Reduced Lunches

1.5% American Indian

2.7% Hispanic

3.6% Two or More Races

1.7% Black

16% Identified as having a disability under IDEA

Internally, the ESOL teacher, homeless liaison, social worker, school psychologist, and special education coaches and administrators all discussed needs and opportunities that might be available to any underserved students through the use of ESSER funds.

External input was requested from the following organizations:

Saint Francis Ministries

Youth on Their Own

Families Together, Inc. / Wichita

Disability Rights Center of Kansas

-The following message with a survey was sent to each of the representatives above:

USD#264 Clearwater Kansas School District is seeking input from multiple organizations representing students in our community. This input will be utilized to develop and monitor a plan for the use of Elementary and Secondary Schools Emergency Relief (ESSER) funds. Your input would be greatly appreciated. If you have a moment please complete the survey at the link below. You may also email me directly at [ccooper@usd264.org](mailto:ccooper@usd264.org)

Chris Cooper

Superintendent

USD#264

<https://forms.gle/J1oSNbYTbjkLMckz6>

Parents: Administration met with parents of students with disabilities. Overwhelmingly, the parents representing these groups of students were very complimentary of the efforts the district has made for equity. Being able to have school on site each day from the beginning of the 2020-21 through the 2021-22 school year was reported as the most effective and important thing the school could do. Some of the parents did feel that there was a need for additional social emotional support, appreciated the increased counselor position, and the district's work on connecting students to college and careers. A few parents also expressed a need for summer school in addition to the extended school year through the IEP process. They also requested that transportation be provided for summer school.

Our plan has the following connected supports which benefit all populations of our students:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

Transportation for Summer School.

Other non-ESSER funded changes to address the specific needs of of this population:

Screening of foster children within the first three days of attendance.

Participate in Homelessness training

Changes in SIT processes

### **Provide the public the opportunity to provide input and take such input into account**

The district conducted three evening community meetings for input into the plan. The attendance ranged from a low of 46 to a high of 51 participants. Students, parents, staff, administration, and community members were all represented in the groups. Due to our small size and our ability to have face-to-face school throughout the 2020-21 and 2021-22 school years, more learning loss and student loss of opportunities became the primary topics of discussion. Mitigation of COVID-19 was discussed, but the group felt that the school district had been implementing successful practices. Input from the groups led the plan in the direction of concentrating first on learning loss through the process of equipping teachers through high-quality professional development and evidence-based curriculums and interventions. The second area that emerged was that we needed to increase the opportunities and offerings for all students to have enrichment, especially in the area of technology. The final consensus area was around how we can increase postsecondary success for students. The strategies discussed included increasing the number of dual credit courses offered, increasing workplace experiences that may have been missed due to COVID-19, and to employ staff to develop and implement plans to increase the likelihood of success after graduation. Evidence of the impact from this input is evident throughout the proposed ESSER III expenditures.

Our plan has the following connected supports which benefit all populations of our students:

Increased Counselor and postsecondary success positions.

Implementation of the KS MTSS and alignment model: Regularly analyze student data at the individual student level.

Through the implementation of the KS MTSS model of instruction and support, all students will be screened in math, reading, and social emotional areas a minimum of three times each year. Any student who is not at benchmark will receive additional evidence-based interventions and their progress will be monitored.

Purchase evidence-based intervention and core curriculum materials.

High-quality professional development, instructional coaching, and mentoring for certified staff. By increasing the quality of instruction in every classroom, all students will benefit.

Increasing STEM opportunities. All 7-12th grade students will have access to additional computer science, engineering, and coding classes.

Increased counselor time to help address the social emotional needs of all students.

Retention pay to keep high-quality staff.

Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Although we were able to successfully have in-person learning each day throughout the 2020-21 and the 2021-22 school years, COVID-19 still had major impacts on the district. In addition to the complete shutdown of school in the spring of 2020, the main impacts of COVID-19 have been because of missed days by staff and students because of quarantines and isolation requirements. Students were also negatively impacted by the manner in which we had to have onsite school. Mask mandates, social distancing, reducing group activities, and canceling "normal" events all had a negative impact on the academic and social emotional progress of our students. These issues have impacted student learning, behavior, and emotional well being in negative ways. They have also impacted staff morale, retention, and recruitment.

The Chronic absenteeism rates of our district more than doubled from 2018-19 school year from 10.85% to 22.61% in the 2020-21 school year. Staff substitute days increased by 36% during the same time period. State assessment results reveal some of the impact of these missed opportunities. From the 2018 to 2021 state assessments the number of students scoring in levels 1 or 2 increased by 7% in math, 5% in ELA, and 11% in science. From 2019 to 2021 the district ACT composite score dropped 1.2 points. Fastbridge screening data for the district shows a slide during the 2020-21 school year that is also likely due to the manner in which we had to have school (wearing masks, social distancing, and reducing group activities). Students scoring in Tier 3 as high needs increased from fall to spring by 2% in math, and 6% in reading. While these percentages are low, the interventions that were in place would typically reduce the number of students in Tier 3. Student's social emotional needs were quantitatively measured for the first time in the 2021-22 school year with the SAEBRS screener. Some grade levels showed that up to 25% have social emotional risk factors. While this is a relatively low number, the staff and community recognize that this is an increase from before COVID-19.

When examining the disaggregated data, the only sub-population that has been disproportionately impacted is the students who qualify for free lunches. On both basic skills screeners and the state assessments, students on free lunches have a lower rate of scoring proficient. The overall trend data shows that 15 to 20% more of the free lunch population are unsuccessful than the non-free lunch students.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Utilizing student performance data and input collected from our stakeholder engagement process, we have identified the following evidence based practices to implement that utilize much over the minimum 20% set aside of our ESSER III funds:

- Extended learning time
- STEM Enrichment Activities
- Structured Literacy
- Instructional Coaches
- High Quality Staff Development
- Foundational Reading Skills through implementation of the KS MTSS and Alignment model
- Screening and progress monitoring assessments through implementation of the KS MTSS and Alignment model
- Class Size Reduction
- Increase School Leadership Through Mentoring.
- The following chart explains each of these strategies and contains links to current research to support the evidence of the - fundamental components of the strategies.

After following the instructions provided in the ESSER III toolkit, we are not able to upload the table with the cited research. Here is a link to the USD#264 ESSER III Application / Evidence of Impact Research document:  
<https://docs.google.com/document/d/1-m4LwQBT-9p8fNM-XlpHgg06j3KtucbbEhw5mh9jaeA/edit?usp=sharing>

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**



The vast majority of the ARP ESSER funds will be spent to address learning loss with evidence-based instruction and interventions. The remaining funds will be used for:

COVID-19 Preparedness: There may be ongoing costs associated with the mitigation and fallout from COVID-19. Some of these expenses may include extra cleaning supplies, substitutes for multiple positions, ESSER compliance and reporting indirect costs, and technology to facilitate learning for students who may be absent for long periods of time.

Additional counseling and guidance services: We plan to add a 0.4 FTE counselor at our high school and to provide additional compensation for extra time spent for staff working on coordinating efforts for post-secondary success.

Retain Staff: Through premium pay and retention pay we plan to compensate staff for the extra work load due directly and indirectly to COVID-19.

While we are submitting a plan for the next two years, we hope to have the flexibility to adapt our plan to best meet the needs of our students with these remaining funds.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Much of our plan includes the continuous monitoring of student data at the student level, PLC level, building level, and district level. We have already put a continuous feedback loop in place for each of these levels to be able to communicate and influence instruction at all levels. The PLC level will meet each week, the building leadership teams meet bi-monthly, and the district leadership team will meet three times each year. These meetings are already scheduled and most already have agenda items to specifically address the needs of each student. Some of the data we will examine includes:

Graduation rates

Post-secondary success rates

State assessment data

ACT Data

Attendance Data - Rate and Chronically Absent (alerts set daily)

Office Discipline Referrals

Counselor Visits

FastBridge Screening data for Math, Reading, and Social Emotional Risks (3xs per year)

Impact cycle data - every 3 to 6 weeks

Formative assessment data

Curriculum-based measures

As much as feasible, the measures above will be disaggregated and analyzed to ensure that each subgroup is progressing and to make adjustments regularly.

A portion of the ESSERIII funding is set aside for the indirect costs of a compliance officer. The role of this position is to monitor the use of ESSER funds to ensure compliance with ARP and to monitor implementation and student progress.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$963,799	\$0	\$963,799	ESSER III Allocations	\$192,760
Approved Total	\$693,481	\$0	\$693,481	Approved Total	\$427,653
Amount Left	\$270,318	\$0	\$270,318	Amount Still Needed	\$0
In Review Total	\$270,318	\$0	\$270,318	In Review Total	\$244,318
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
264-3-0042	Direct	True	1000	100	12	\$244,318	Task Force Review
264-3-0043	Direct	False	1000	300	10	\$26,000	Task Force Review
264-3-0001	Direct	True	1000	110	12	\$86,200	Approved
264-3-0002	Direct	True	1000	220	12	\$6,594	Approved
264-3-0003	Direct	True	1000	290	12	\$86	Approved
264-3-0005	Direct	True	1000	213	12	\$33,600	Approved
264-3-0006	Direct	True	1000	220	12	\$25,136	Approved
264-3-0007	Direct	True	1000	290	12	\$345	Approved
264-3-0008	Direct	False	2120	111	10	\$45,880	Approved
264-3-0009	Direct	False	2120	220	10	\$3,510	Approved
264-3-0010	Direct	False	2120	290	10	\$46	Approved
264-3-0011	Direct	False	2200	111	12	\$42,200	Approved
264-3-0012	Direct	False	2200	220	12	\$3,228	Approved
264-3-0013	Direct	False	2200	290	12	\$5,575	Approved
264-3-0014	Direct	True	1000	100	12	\$51,000	Approved
264-3-0015	Direct	True	1000	220	12	\$3,901	Approved
264-3-0016	Direct	True	1000	290	12	\$52	Approved
264-3-0017	Direct	False	1000	110	12	\$10,000	Approved
264-3-0018	Direct	False	1000	220	12	\$766	Approved
264-3-0019	Direct	False	1000	290	12	\$10	Approved
264-3-0020	Direct	False	2200	500	12	\$14,400	Approved
264-3-0021	Direct	True	2200	500	12	\$27,000	Approved
264-3-0022	Direct	True	1000	110	12	\$31,740	Approved
264-3-0023	Direct	True	1000	220	12	\$3,746	Approved
264-3-0024	Direct	True	1000	290	12	\$49	Approved
264-3-0025	Direct	True	1000	120	12	\$16,793	Approved
264-3-0026	Direct	True	1000	110	12	\$8,450	Approved
264-3-0027	Direct	False	1000	100	8	\$80,100	Approved
264-3-0028	Direct	False	1000	220	8	\$6,128	Approved
264-3-0029	Direct	False	1000	290	8	\$442	Approved

264-3-0030	Direct	False	2000	100	8	\$9,747	Approved
264-3-0031	Direct	False	2200	220	16	\$746	Approved
264-3-0032	Direct	False	2200	290	16	\$9	Approved
264-3-0033	Direct	False	2000	100	16	\$12,000	Approved
264-3-0034	Direct	False	2000	220	16	\$918	Approved
264-3-0035	Direct	False	2000	290	16	\$12	Approved
264-3-0036	Direct	True	1000	650	12	\$9,840	Approved
264-3-0037	Direct	True	1000	650	12	\$35,748	Approved
264-3-0038	Direct	True	1000	650	12	\$29,500	Approved
264-3-0039	Direct	False	1000	700	9	\$30,111	Approved
264-3-0040	Direct	True	1000	610	12	\$16,000	Approved
264-3-0041	Direct	True	1000	610	12	\$41,873	Approved

## Line Item Details

Line Item ID: 264-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary-Certified-Other

**Account Number**

90-1000-110-210-000

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds will be used to maintain an MTSS intervention specialist / instructional coach at each of the buildings (3). These positions were started with ESSER II funds and will require ESSER III funds to continue. These positions support the staff in the implementation of data based decisions and the utilization of evidence based interventions for all students to mitigate the effects of learning loss due to COVID-19. By screening and diagnosing the needs of each individual student, underserved students such as minority students, low SES students, foster students, homeless students, and students with a disability can receive personalized, evidence based, fluid interventions that are based on their specific needs. Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This, in turn, supports improved student learning. We plan to employ 3 instructional coaches (1 secondary, 1 4th through 8th grade 1 elementary) to support teacher professional learning specifically targeted to addressing learning loss. Below are links to a research base to support this claim: <https://eric.ed.gov/?id=EJ1129885> <https://ies.ed.gov/ncee/pdf/20084031.pdf> <https://www.instructionalcoaching.com/research/> The salaries of the three coaches are approximately \$50,550, \$53,900, and \$58,250 plus benefits annually. As stated above, these positions were started with ESSER III funds and will require approximately \$64,689 in SFY 2023, and \$179,620 in SFY 2024 to maintain. FYI: This is literally the example used in the ESSER III toolkit. We were doing it before the toolkit came out.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$64,698
<b>Budgeted Expenditures in SFY 2024</b>	\$179,620
<b>Total Expenditures</b>	<u>\$244,318</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**

Purchased Professional Services

**Account Number**

90-1000-300-235-000

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds will be used to add a Prek-3 social worker position. This position will help support the social, emotional, and behavioral needs of students. These needs have increased dramatically due to the pandemic and students are not able to be successful in the classroom due to the increased social, emotional, and behavioral needs. To combat learning loss we must first address these primary needs. These funds will directly address those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$26,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$26,000</u>

**Status**

Task Force Review

Line Item ID: 264-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary - Certified Teacher

**Account Number**

90-1000-100-210-000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Adding a teacher to a grade level to increase social distancing and improve student learning. This would be for the 2021-22 2nd grade class that is currently in three sections. We would add a fourth section for their 3rd and 4th grade years to get class sizes under 24 students. This will help us to individualize instruction to address learning loss due to COVID-19 disruptions. This will create an environment for students in underserved groups such as minority students, low SES students, and students with a disability can receive more individualized attention. Evidence suggests that class size, especially at the lower levels is "still the major aspect affecting teaching". The following link provides research to support this effort to counteract learning loss.

<https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/122>

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$42,200
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<b>Budgeted Expenditures in SFY 2024</b>	\$44,000
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<b>Total Expenditures</b>	\$86,200
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**Status**

Approved

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Also, this appears to be marked for insurance. Does this include salary as well?

Line Item ID: 264-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA/FCIM

**Account Number**

90-1000-220-300-000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for the additional teacher to reduce class size. FICA / FCIM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,228**Budgeted Expenditures in SFY 2024** \$3,366**Total Expenditures** \$6,594**Status**

Approved

Line Item ID: 264-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Employee Benefits - Other

**Account Number**

90-1000-290-225-000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for the additional teacher to reduce class size.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$42**Budgeted Expenditures in SFY 2024** \$44**Total Expenditures** \$86**Status**

Approved

Line Item ID: 264-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

District Pd Health Benefit

**Account Number**

90-1000-213-220-000

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health Benefits for the MTSS Intervention Specialists

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,800**Budgeted Expenditures in SFY 2024** \$16,800**Total Expenditures** \$33,600**Status**

Approved

Line Item ID: 264-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA/FCIM

**Account Number**

90-1000-220-225-000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for the MTSS Specialists positions / FICA / FCIM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,992**Budgeted Expenditures in SFY 2024** \$13,144**Total Expenditures** \$25,136**Status**

Approved

Line Item ID: 264-3-0007



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Employee Benefits - Other

**Account Number**

90-1000-290-225-000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Other Payroll expenses for the MTSS Specialits positions

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$165
<b>Budgeted Expenditures in SFY 2024</b>	\$180
<b>Total Expenditures</b>	<u>\$345</u>

**Status**

Approved

Line Item ID: 264-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary- Certified - Counselor

**Account Number**

90-2120-111-285-000

**Function Code**

2120 - Guidance Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide and additional 0.4 time certified counselor to address the increase in social emotional, mental, behavioral, and substance abuse issues.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,380
<b>Budgeted Expenditures in SFY 2024</b>	\$23,500
<b>Total Expenditures</b>	<u>\$45,880</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Student's social emotional needs were quantitatively measured for the first time in the 2021-22 school year with the SAEBRS screener. Some grade levels showed that up to 25% have social emotional risk factors. While this is a relatively low number, the staff and community recognize that this is an increase from before COVID-19."

Line Item ID: 264-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA/FCIM

**Account Number**

90-2120-220-300-000

**Function Code**

2120 - Guidance Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for the additional 0.4 counselor / FICA / FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,712**Budgeted Expenditures in SFY 2024** \$1,798**Total Expenditures** \$3,510**Status**

Approved

Line Item ID: 264-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Employee Benefits - Other

**Account Number**

90-2120-290-305-000

**Function Code**

2120 - Guidance Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Other Payroll expenses for the 0.4 additional counselor

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22**Budgeted Expenditures in SFY 2024** \$24**Total Expenditures** \$46**Status**

Approved

Line Item ID: 264-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary - Certified Support

**Account Number**

90-2200-111-335-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Add a position of expert mentor / instructional coach to work with first and second year teachers and administrators. Because of the disruption to school during the COVID pandemic, many preservice and new teachers missed many critical elements of learning to teach, including in some cases, the opportunity to student teach with in-person learning. This mentor will work across the district to improve the abilities of all new to the profession certified staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$42,200
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$42,200</u>

**Status**

Approved

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Line Item ID: 264-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA/FCIM

**Account Number**

90-2200-220-225-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for the expert district wide mentor FICA/FCIM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,228**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,228**Status**

Approved

Line Item ID: 264-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Employee Benefits - Other

**Account Number**

90-2200-290-225-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Other Payroll expenses for the expert district wide mentor

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,575**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,575**Status**

Approved

Line Item ID: 264-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary - Certified Teacher

**Account Number**

90-1000-100-210-000

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide stipends for teachers who complete an approved evidence based training and implement the strategies in their classrooms (LETRS - \$1,500, KS College and Career Framework -\$500 / competency, etc..) Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our reading & math screener data, state ELA assessment results, number of failing classes, and teacher reports of work completion while absent due to COVID-19 protocols.. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. Staff has also reported and increased level of student apathy, lack of self-efficacy, and lack of self-regulation skills. While any student who did not make adequate progress toward gaining credit for graduation due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. LETRS training will prepare teachers to utilize the science of reading and be in compliance with the state dyslexia requirements. There is strong evidence provided in the research portion of the narratives in this application. The CCCFramework professional development series can help staff not only teach students college and career competencies, but also help them to practice them in a safe environment and be provided with specific feedback. The CCCF is designed to specifically help students self-regulate, self-reflect, see setbacks as opportunities to learn, to build their self-efficacy. Both of these professional development efforts has strong evidence to benefit students who have been disproportionately impacted by COVID-19 including student in poverty. By providing stipends with ESSERII funds it has become evident that staff are more engaged. Staff is required to show evidence of implementation in their classrooms prior to receiving the stipend. This expenditure was approved for ESSERII and we feel strongly that it should continue. We anticipate that 10 - 12 teachers will receive stipends for LETRS each year and that 10 to 12 teachers will receive one or more CCCFramework stipends per year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$28,500
<b>Budgeted Expenditures in SFY 2024</b>	\$22,500
<b>Total Expenditures</b>	<u>\$51,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA/FCIM

**Account Number**

90-1000-220-225-000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for extra stipends. FICA / FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,180**Budgeted Expenditures in SFY 2024** \$1,721**Total Expenditures** \$3,901**Status**

Approved

Line Item ID: 264-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Employee Benefits - Other

**Account Number**

90-1000-290-225-000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Other Payroll expenses for extra stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$29**Budgeted Expenditures in SFY 2024** \$23**Total Expenditures** \$52**Status**

Approved

Line Item ID: 264-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary-Certified Substitutes

**Account Number**

90-1000-110-210-000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide substitute teachers to allow for planning, structuring, and implementing the KS MTSS Framework and for other individualized professional development for approved USD#264 ESSER plan interventions and strategies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
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<b>Total Expenditures</b>	<u>\$10,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).  
Please provide an approximate number of substitute teachers.

Line Item ID: 264-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA/FCIM

**Account Number**

90-1000-220-225-000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for additional subs FICA / FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$383**Budgeted Expenditures in SFY 2024** \$383**Total Expenditures** \$766**Status**

Approved

Line Item ID: 264-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Employee Benefits-other

**Account Number**

90-1000-290-225-000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for additional subs other

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$5**Total Expenditures** \$10**Status**

Approved

Line Item ID: 264-3-0020



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Purchased Services - Prof Dev

**Account Number**

90-2200-500-365-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be utilized to provide staff training and onsite instructional coaching for implementation of evidence based practices and curriculum in the classroom and school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
<b>Budgeted Expenditures in SFY 2024</b>	\$7,200
<b>Total Expenditures</b>	<u>\$14,400</u>

**Status**

Approved

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Please provide a breakdown of this expense (i.e. cost of facilitator, staff fees etc...)

Per narrative, "We are implementing multiple facets of high-quality professional development paired with instructional coaching around the new skills. Staff is being compensated for their extra time to learn and implement evidence-based strategies."

Line Item ID: 264-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Purchased Services - Prof Dev

**Account Number**

90-2200-500-365-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used to fully train staff on the use of Eureka squared evidence based math curriculum. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our math screener data, state math assessment results, and teacher reports of work completion while absent due to COVID-19 protocols.. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. By having teachers adequately trained to provide high quality instruction with this evidence based math curriculum, they will be able to address the specific needs of students suffering from poverty or other students who may have been disproportionately impacted by COVID-19. The requested amount is only for trainer fees.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$27,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$27,000**Status**

Approved

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Please provide a breakdown of this expense (i.e. cost of facilitator, staff fees etc...)

Line Item ID: 264-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary - Certified Summer School

**Account Number**

90-1000-110-210-001

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used to pay certified staff for PrK-8 summer school to address students' academic and social emotional needs. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our reading screener data, state ELA assessment results, and teacher reports of work completion while absent due to COVID-19 protocols.. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. Students are placed in evidence based intervention groups during summer school and their progress is monitored weekly. This specific structure has strong evidence to benefit students who have been disproportionately impacted by COVID-19 including student in poverty.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$15,740
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<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
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<b>Total Expenditures</b>	\$31,740
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**Status**

Approved

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Per narrative, "We plan to implement at-risk K-8th grade summer school for four weeks each summer. The anticipated number of participants is 150. Summer school programs will focus on Foundational reading and math skills for PreK-3rd grade students and enrichment STEM activities for 4th through 8th grade."

Line Item ID: 264-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA/FCIM

**Account Number**

90-1000-220-225-001

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for Summer School Staff FICA / FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,846**Budgeted Expenditures in SFY 2024** \$1,900**Total Expenditures** \$3,746**Status**

Approved

Line Item ID: 264-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Employee Benefits - Other

**Account Number**

90-1000-290-230-001

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for Summer School Staff Other

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24**Budgeted Expenditures in SFY 2024** \$25**Total Expenditures** \$49**Status**

Approved

Line Item ID: 264-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary - Classified - Summer School

**Account Number**

90-1000-120-215-001

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used to pay classified staff for PrK-8 summer school to address students' academic and social emotional needs. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our reading screener data, state ELA assessment results, and teacher reports of work completion while absent due to COVID-19 protocols.. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. Students are placed in evidence based intervention groups during summer school and their progress is monitored weekly. This specific structure has strong evidence to benefit students who have been disproportionately impacted by COVID-19 including student in poverty.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,393**Budgeted Expenditures in SFY 2024** \$8,400**Total Expenditures** \$16,793**Status**

Approved

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Per narrative, "We plan to implement at-risk K-8th grade summer school for four weeks each summer. The anticipated number of participants is 150. Summer school programs will focus on Foundational reading and math skills for PreK-3rd grade students and enrichment STEM activities for 4th through 8th grade."

Line Item ID: 264-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary - Certified Summer School

**Account Number**

90-1000-110-210-001

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used to have Summertime onsite 9-12 Credit Recovery to keep all students on track to graduate high school. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our reading & math screener data, state ELA assessment results, number of failing classes and teacher reports of work completion while absent due to COVID-19 protocols. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. This led to more students not being on track to graduate because of lost credits. While any student who did not make adequate progress toward gaining credit for graduation due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. Students are placed in individual credit recovery classes during summer school and their progress is monitored weekly. This specific structure has strong evidence to benefit students who have been disproportionately impacted by COVID-19 including student in poverty.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,150**Budgeted Expenditures in SFY 2024** \$4,300**Total Expenditures** \$8,450**Status**

Approved

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Line Item ID: 264-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary - Certified Teacher

**Account Number**

90-1000-100-210-2-000

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used as premium pay / retention pay to certified staff for meeting the extra responsibilities and added workload that required additional time outside of the regular duty day that was directly related to COVID-19 disruptions. This time was required due to frequent and unexpected changes due to COVID-19 quarantines and isolation requirements for students and staff. This often led to learning disruptions and staffing shortages. Each certified staff member and their supervisors have signed a personal document listing the extra duties that were performed directly due to COVID-19. Each full-time certified staff member will receive \$1,000. Part-time certified staff will receive a pro-rated amount.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$80,100
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$80,100

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Retain Staff: Through premium pay and retention pay we plan to compensate staff for the extra work load due directly and indirectly to COVID-19."

Line Item ID: 264-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA/FCIM

**Account Number**

90-1000-220-300-000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for premium / retention pay FICA / FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,128
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,128</u>

**Status**

Approved

Line Item ID: 264-3-0029



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Employee Benefits - Other

**Account Number**

90-1000-290-225-000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for premium / retention pay other

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$442
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$442</u>

**Status**

Approved

Line Item ID: 264-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary - Certifeid - Other

**Account Number**

90-2000-100-210-000

**Function Code**

2000 - Support Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used as premium pay / retention pay to other certified staff for meeting the extra responsibilities and added workload that required additional time outside of the regular duty day that was directly related to COVID-19 disruptions. This time was required due to frequent and unexpected changes due to COVID-19 quarantines and isolation requirements for students and staff. This often led to learning disruptions and staffing shortages. Each certified staff member and their supervisor have signed a personal document listing the extra duties that were performed directly due to COVID-19. Each full-time certified staff member will receive \$1,000. Part-time certified staff will receive a pro-rated amount.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,747
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,747</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Retain Staff: Through premium pay and retention pay we plan to compensate staff for the extra work load due directly and indirectly to COVID-19."

Line Item ID: 264-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA/FCIM

**Account Number**

90-2200-220-300-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for premium / retention pay FICA / FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$746**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$746**Status**

Approved

Line Item ID: 264-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Employee Benefits - Other

**Account Number**

90-2200-290-225-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for premium / retention pay other

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9**Status**

Approved

Line Item ID: 264-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary - Central Services

**Account Number**

90-2500-120-685-000

**Function Code**

2000 - Support Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used for salary to fund indirect costs required for ESSER compliance.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$6,000**Total Expenditures** \$12,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "A portion of the ESSERIII funding is set aside for the indirect costs of a compliance officer. The role of this position is to monitor the use of ESSER funds to ensure compliance with ARP and to monitor implementation and student progress."

Line Item ID: 264-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA/FCIM

**Account Number**

90-2500-300-000

**Function Code**

2000 - Support Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for indirect costs FICA / FCIM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$459**Budgeted Expenditures in SFY 2024** \$459**Total Expenditures** \$918**Status**

Approved

Line Item ID: 264-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Employee Benefits - Other

**Account Number**

90-2500-225-000

**Function Code**

2000 - Support Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll expenses for indirect costs other

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$6**Total Expenditures** \$12**Status**

Approved

Line Item ID: 264-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Computer Supplies - Other

**Account Number**

90-1000-650-267-800

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase digital writing intervention curriculum to reduce learning loss due to COVID-19. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our reading screener data, state ELA assessment results, and teacher reports of work completion while absent due to COVID-19 protocols.. Staff also noted that students' writing had seem to suffer greatly. The amount and quality of writing students were producing had decreased. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. These funds would be used to purchase "writable" a teacher guided practice and assessment platform where feedback to students can improve their reading comprehension, writing outcomes, and helps the teacher make instructional decisions for their core instruction with all students. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. This specific intervention has strong evidence to benefit students who have been disproportionately impacted by COVID-19 including students in poverty.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,920
<b>Budgeted Expenditures in SFY 2024</b>	\$4,920
<b>Total Expenditures</b>	<u>\$9,840</u>

**Status**

Approved

Line Item ID: 264-3-0037

**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**

Computer Supplies - Other

**Account Number**

90-1000-650-267-800

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used to purchase an adaptive mathematics assessment to identify areas where learning loss has occurred. Special attention will be given to all students from disadvantaged populations. This assessment will help teachers develop interventions to address learning loss. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our math screener data, math state assessment results, and teacher reports of work completion while absent due to COVID-19 protocols. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. The Eureka Math Equip assessment is an adaptive diagnostic tool designed to identify learning gaps and how to address them through instruction and fluency practice. It is also designed to ensure that students have the essential foundational knowledge they need to engage with grade-level content as they return to school. This will help students close their learning gaps while continuing to be involved in the grade level instruction and not fall further behind. While any student who demonstrates learning loss in math due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address students who may have been disproportionately affected including students in poverty.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,748
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,748</u>

**Status**

Approved

**Line Item Comment from KSDE**

7/6 Please clarify assessment to be purchased as well as the relation of necessity due to Covid-19

Line Item ID: 264-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Computer Supplies - Other

**Account Number**

90-1000-650-267-800

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be utilized to purchase STEM technology for the classrooms. This will be used in coding, robotics, and technology enrichment classes. Our post-COVID-19 data analysis revealed that while most of our subgroups showed a similar lack of STEM opportunities as the general population, our students in poverty suffered the most. This was evident in our student survey, post-secondary data, state assessment results, and teacher reports of work completion while absent due to COVID-19 protocols. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. We believe that these students did not and may not sign up for advanced STEM courses due to a lack of self-efficacy in this area. These enriching activities can provide students with the positive experience to pursue more advanced STEM opportunities. This expenditure is designed to address this by adding relevant hands-on opportunities that our students indicated as an area of high interest for future careers. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$29,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

7/6 Because this is marked for the 20%, please describe further how this will address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Also, please clarify the relationship of this purchase to Covid-19.

Per narrative, "We plan to add PLTW courses throughout the district beginning with a Bio-medical course and an engineering course at the high school level. We also plan to add robotics and coding courses at the middle school levels."

Line Item ID: 264-3-0039



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Equipment - Technology

**Account Number**

90-1000-700-275-800

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used to purchase and implement digital signage systems throughout the district. These resources are a part of preparedness and response planning for possible future disruptions to operations due to COVID-19. This signage will improve our ability to prevent, prepare for, and respond to coronavirus through touchless communications. This signage will be used to communicate:

- Current COVID safety protocols
- COVID-19 mitigation and prevention strategies
- General health precautions / hand washing, covering mouth, avoiding large crowds
- Outbreak Status data
- Local, Sedgwick County Health, and Kansas Department of Health and Environment Guidelines and COVID information.
- Information about COVID-19 testing locations and processes
- Basic logistic and contact information such as location of school health center, nurse location, testing site location, and contact information for health officers.
- Emergency alerts and instructions

Staff, students, and parents will be able to view this information, instructions, and alerts through a touchless means of communication.

7-12-22 District emailed quotes for equipment with detail including location of signage.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$30,111

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$30,111

**Status**

Approved

Line Item ID: 264-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies - General

**Account Number**

90-1000-610-260-000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used to purchase hands-on math manipulatives to develop a concrete understanding of foundational mathematical skills. These manipulatives will reduce the amount of sharing of resources among students and will assist in the implantation of Eureka Squared Math. Our post-COVID-19 data analysis revealed that while most of our subgroups showed similar learning loss as the general population, our students in poverty had more significant learning loss. This was evident in our screener data, state assessment results, and teacher reports of work completion while absent due to COVID-19 protocols. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. By providing more hands-on instruction through these students can develop a deeper conceptual understanding of math concepts that may have been missed or insufficiently mastered due to COVID-19 disruptions.

7-12-22

These manipulatives are kits from Didax designed to supplement the Eureka squared math curriculum in the classroom and during intervention times. We are requesting the amounts below:

5 Complete. Kd kits: (24 Students per Kit)

100 Bead Demonstration Rekenrek

20-Bead Demonstration Rekenrek - Wood

Dot Dice

Eureka Math 10-Frame Cartons

Eureka Math 2D Shapes

Eureka Math 5-Group Cards, Demonstration Set

Eureka Math Bingo Boards

Eureka Math Geometry Cards

Eureka Math Hide Zero Cards, Basic Student Sets

Eureka Math Hide Zero Cards, Demonstration Set

Eureka Math Match Cards

Eureka Math Numeral Cards

Eureka Math Pattern Block Puzzles

Eureka Math Story Cards

Eureka Math Talking Tool Poster, Grades K-1

Geometric Solids

Plastic Pattern Blocks

School Rocker Scale

Sponge Dot Dice

Teddy Bear Counters

Ten Sided Dice

Two-Color Counters

Unifix Cubes

6 Complete Level 1 kits (24 Students per Kit)

100 Bead Demonstration Rekenrek

20-Bead Demonstration Rekenrek

Base Ten Rods

Centimeter Cubes

Craft Sticks, in 6 colors

Demonstration Clock

Dot Dice

Eureka Math Addition Expression Cards

Eureka Math Centimeter Number Path

Eureka Math Hide Zero Cards, Basic Student Set

Eureka Math Hide Zero Cards, Demonstration Set

Eureka Math Hide Zero Cards, Student Extension Set

Eureka Math Large Number Path

Eureka Math Numeral Cards

Eureka Math Owl Posters

Eureka Math Talking Tool Poster, Grades K-1

Farm Animal Counters

Geometric Solids with Nets

Number Cubes

Plastic Pattern Blocks

Spool of String

Teddy Bear Counters

Ten Sided Dice

Two-Color Counters

Unifix Cubes

6 Complete Level 2 kits (24 Students per Kit)

100 Bead Demonstration Rekenrek

Centimeter Cubes

Coin Set

Color Tiles

Craft Sticks

Demonstration Clock

Dot Dice

Eureka Math 10 cm Cards

Eureka Math Double-sided Meter Sticks

Eureka Math Measuring Tapes

Eureka Math Numeral Cards

Eureka Math Place Value Disks, Set 1

Eureka Math Talking Tool Poster, Grades 2-8

Eureka Math Whole Number Place Value Cards

Eureka Math Whole Number Place Value Cards, Demo Set

Plastic Pattern Blocks

Tangrams

Unifix Cubes

Wood Ruler

6 Complete Level 3 Kits (24 Students per Kit)

100 Bead Demonstration Rekenrek

Centimeter Tiles

Color Tiles

Demonstration Thermometer

Digital Compact Scale with 5 Cup Bowl

Eureka Math Measuring Tape

Eureka Math Numeral Cards

Eureka Math Paper Strips

Eureka Math Place Value Disks, Set 1

Eureka Math Talking Tool Poster, Grades 2-8

Eureka Math Whole Number Place Value Cards, Demo Set

Graduated Cylinder 1000 ml

Graduated Cylinder 100 ml

Interlocking Cubes

Platform Scale

Sentence Strips

Spool of String

Syringe

Wax Craft Sticks

4 Complete Level 4 Kits (24 Students per Kit)

4" Protractors

Cardstock Circles

Eureka Math Deci-Disks  
Eureka Math Decimal Place Value Cards  
Eureka Math Place Value Cards, to Millions  
Eureka Math Place Value Disks, Set 2  
Eureka Math Talking Tool Poster, Grades 2-8  
Meter Stick  
Ruler  
Spool of String

5 Complete Level 5 Kits (24 Students per Kit)  
4" Protractors  
Centimeter Cubes  
Dot Dice  
Eureka Math Deci-Disks  
Eureka Math Place Value Disks, Set 2  
Eureka Math Rectangular Prisms Set  
Eureka Math Talking Tool Poster, Grades 2-8  
Interlocking Cubes  
Meter Stick  
Patty Paper  
Ruler  
Unifix Cubes, Red and Yellow

2 Complete Level 6 Kits (24 Students per Kit)  
1 inch Measurement Linking Cubes  
6" Protractors  
Centimeter Cubes  
Dot Dice  
Eureka Math Measuring Tapes  
Eureka Math Talking Tool Poster, Grades 2-8  
Meter Stick  
Ruler

2 Complete Level 7 Kits (24 Students per Kit)  
6" Protractors  
Modeling Clay  
Dot Dice  
Eureka Math Integer Cards  
Eureka Math Talking Tool Poster, Grades 2-8  
Interlocking Cubes  
Locking Compass  
Patty Paper  
Ruler  
Spool of String  
Transparent Spinners

2 Complete Level 8 Kits (24 Students per Kit)  
6" Protractors  
Eureka Math Measuring Tapes  
Eureka Math Talking Tool Poster, Grades 2-8  
Ruler  
Transparency Film

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$16,000

<b>Status</b>
Approved

Line Item ID: 264-3-0041

<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>
Supplies - General	90-1000-610-260-000

<b>Function Code</b>	<b>Object Code</b>	<b>Allowable Use</b>
1000 - Instruction	610 - General Supplies and Materials	12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be utilized to purchase start up materials and supplies for Project Lead The Way courses at the high school level. These courses will include Principles of Biomedical Science and Engineering Essentials. Our post-COVID-19 data analysis revealed that while most of our subgroups showed a similar lack of STEM opportunities as the general population, our students in poverty suffered the most. This was evident in our student survey, post-secondary data, state assessment results, and teacher reports of work completion while absent due to COVID-19 protocols. We believe that much of this was due to the limited opportunities for students in homes struggling with poverty during the shut down and while students were home for isolations or quarantines. Staff reported that this subgroup did not participate as regularly in the synchronous opportunities provided to all students while absent and that the work completion rate was much lower. We believe that these students did not and may not sign up for advanced STEM courses due to a lack of self-efficacy in this area. This expenditure is designed to address this by adding relevant hands-on courses that our students indicated as an area of high interest for future careers. While any student who demonstrates learning loss due to COVID-19 will benefit from this expenditure, this intervention was selected to specifically address this population of students. These courses will help make up for the lost learning opportunities due to COVID-19 and will help students be prepared for success after graduation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$41,873
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$41,873

<b>Status</b>
Approved

# ESSER III APPLICATION FOR D0272

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>
Waconda	708 Locust, Cawker City, KS 67430	Box 326, Cawker City, KS 674300326
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jesse Janssen	jesse.janssen@usd272.org	(785) 781-4328

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jesse Janssen	Superintendent	jesse.janssen@usd272.org	(785) 781-4328

## 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.usd272.org/pages/uploaded\\_files/USD%20272%20District%20Safe%20Return%20To%20In-Person%20Instruction%20Plan.pdf](https://www.usd272.org/pages/uploaded_files/USD%20272%20District%20Safe%20Return%20To%20In-Person%20Instruction%20Plan.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 272 plans to use the ESSER III funds to help implement prevention and mitigation strategies to help students learn in a safe environment by enlarging classroom space to provide greater social distancing opportunities, adding additional learning spaces to allow for more spacing of students and one-on-one learning space for closing learning gaps, as well as making cleaning and sanitization a priority. An elementary aide has been added for at least the next three years to allow for our largest elementary classes to be split into smaller groups when working with those students and to space them out due to Covid protocols. This also allows the elementary teachers to work with our students that have fallen behind academically in the elementary school in both math and reading.

Mental health during the pandemic has suffered at USD 272 with students. The social emotional needs include loss in social skills and growth in mental health needs that the COVID pandemic has created. The social-emotional tools and information purchased will allow students to receive extra social-emotional support from their classroom teachers as well as the school Social Worker. Summer Enrichment school has been added to give elementary and junior high students some normal activities during the summer as well as provide focused interventions and practice on key academic learning gaps that have occurred due to the Covid pandemic.

Our school district has focused on adding one-to-one technology for students and staff in order to meet the many learning needs that have arisen due to Covid like remote learning for students/staff who are quarantined, providing student-specific remediation and learning software for students that helps to close learning gaps like Lexia and MobiMax which are both part

of our ESSER plan. The technology allows our teachers to communicate with not only their students in a remote learning setting, but it also opens up a world of resources of speakers from around the world. All of this technology requires maintenance, setup, and troubleshooting which is why we have hired a tech person on a stipend basis to take care of the extra load of technology work needed to maintain our devices. Although Covid was the reason for a lot of these devices to be put in place, they have benefited our staff and students in the learning process and will continue to be explored for more learning opportunities beyond Covid.

We know that social distancing is a key defense against Covid so we have two remodel projects in our ESSER III plan that add a learning space in our Jr/Sr High School and our Elementary School so that we can space students and staff out and allow for locations in which students can receive more one-on-one interventions and help to close learning gaps. Additionally, We will have the ability to offer an all day PreK program for our 3 and 4 year old students who have suffered academic losses due to many of them staying at home over the last year or two instead of attending school due to Covid. This all day program opportunity will allow our teachers to not only focus on the academic skills that need to be improved, but it will also allow them to focus on crucial social-emotional learning skills that are lacking due to the lack of much social interactions because of Covid.

A classroom expansion project is also in our ESSER plan so that we can enlarge the smallest classroom in our elementary school to be more in line with all of the other elementary classrooms. By doing so, we will be able to better social distance students in the classroom which can not be done effectively now due to its small size. The next three to five years show increase numbers for each grade level, and the current size of the classroom would not allow for such numbers to be spaced to follow Covid protocols.

Air quality and filtration is another area of concern that we have due to Covid and other infection diseases. Part of our ESSER plan addresses air quality and filtration by replacing our oldest HVAC units in our Jr/Sr High and Elementary Schools with units that bring in fresh air and that can utilize the higher MERV filters to effectively filter out viruses and bacteria that can't be used in our current HVAC systems. There are also boiler systems that are used in both buildings that we would like to replace as much as possible so that we can have HVAC units that circulate and filter the air while bringing in fresh air. There is no movement of air in the boiler heated classrooms so this would be a massive improvement for mitigating Covid and infectious disease.

Another air quality project that our ESSER plan contains is the removal and replacement of glass block windows in our elementary school. These glass blocks are the primary window source for many of the classrooms which makes fresh air and air flow much more difficult to accomplish with windows that do not open. Our plan includes replacing those glass blocks with sliding windows that have screens which will allow for more natural light to enter the classrooms, and it will allow the teachers to open the windows to allow fresh air to enter the classrooms which will improve air quality in these classrooms.

Finally, our ESSER plan includes incentive pay for staff for two main purposes. First, the incentive pay will be used to attempt to retain staff after two years of stress and additional duties. Second, the incentive pay will help to compensate staff for the additional duties that they perform and will continue to perform as we move into next school year due to Covid mitigation protocols. These extra duties occur for teachers and classified staff and include, but are not limited to the following: additional cleaning and sanitizing, mask distribution and inventories, Covid contact tracing in the classrooms, providing remote learning for students who are quarantined due to Covid, determining and closing learning gaps for students in all grade levels, maintaining technology devices for all staff and students, and more. This incentive pay would only be a few hundred dollars per staff member, but it means a great deal to recognize the amount of work staff have taken on to keep students in school and to maintain a strong academic program in our schools.

## Stakeholder Engagement

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we conducted a survey and hosted a focus group with student leadership (STUCO) to determine their highest levels of need for pandemic related instruction and support.

HVAC units were discussed with the students as a safe practice in how to deal with the air filtration and fresh air infusion for COVID 19 and other airborne infections. The addition of classroom support staff to keep lower numbers in large classes and to provide more small group and individualized work was discussed, as well as technology for Remote Learning, individual learning, and connectivity issues. PPE equipment and the importance of the equipment were discussed, and the remodeling of unused space and expansion of classroom space to spread students out for Covid protocols was also discussed. The students were in agreement that these measures needed to happen. Surveys were given, and suggestions taken as well.

I want to note that the students brought up the topic of incentive pay for staff. They recognized how hard staff have been working, how much more they have to do (teachers and classified staff), and asked what can we do to compensate them for all of their hard work. Incentive pay was discussed with the students, and they were very supportive of adding incentive pay to the ESSER plan.

The following supports received the most interest from our students:

- Additional help for teachers
- E-Sports program
- Summer Success program
- After School program
- Additional Science supplies to expand grades 6-8 labs
- Updating HVAC systems for fresh air and circulation
- Incentive Pay for Staff

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Note: All Jr and Sr High Students had access to the survey that was given. The Student Council members from the Jr/Sr High School met to initially discuss the district's ESSER plans, ask questions, give feedback, etc. Then we circled back to iron out more details which is when students had feedback from their peers that trying to come up with a way to compensate the teachers for their hard work became a topic of concern for the students. They wanted to make sure the staff were taken care of. The students also gave feedback on some learning areas in school so that there were places that students could study, work on assignments, etc.

The teachers at the elementary schools talked with their students about some of the ESSER plans and projects and received feedback from their students. Some questions were asked, but it was more of a general provision of information with some excitement and positive comments from the children.

Parents were also involved in this subgroup with a notification sent to ALL parents that they could also take the survey and provide feedback on our ESSER plans. Literally all of the families involved in our PreK-12 programs were emailed the survey, and notified that they were provided an opportunity to give feedback on our ESSER Plan.

## **Families**



We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys (sent to ALL parents of students in our district plus community members), met with our Parent Site Councils, and have also engaged our building and district leadership teams. Through those surveys and conversations, all of the ESSER support plan items were supported; however, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

- Update the old HVAC Systems (80.6%)
- Tech Support for Maintaining all of the district Chromebooks and Laptops for Staff & Students (52.8%)
- After School Program (44.4%)
- Additional Support in the Elementary Classrooms to Close Learning Gaps (41.7%)
- District-Wide Communication Platform (41.7%)
- Remodel Unused Spaces to Provide Additional Learning Space (41.7%)
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air (41.7%)

Summer school and summer enrichment were large topics at these meetings. As the district took a look at potential learning losses with students over the Pandemic. The addition of support staff to keep lower numbers in large classes were discussed, as well as technology for Remote Learning, individual learning, and connectivity issues. PPE equipment and the importance of the equipment were discussed, and the addition of extra learning space to spread students out was discussed. The families were in agreement with these topics and actually brought these topics in for conversation as well. All families were given the opportunity to attend meetings or to share information digitally with the district.

You will see that these suggestions from parents are reflective in the plan we developed.

### **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. Administrators also met with staff and students to determine needs and focus of the ESSER plan. As a result of these meetings, the following have been determined as most important to address in our district:

- Update the old HVAC Systems
- After School Program
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air
- Update Computer Lab at the Jr/Sr High with E-Sports Program Addition

This group met at sit-down and in-person meetings. We have three building principals, one social worker, one counselor, the superintendent, and one Special Education Director (for the Coop). Learning loss and safety mitigation were the primary focus of these meetings. Feedback from staff and community patrons was brought by administrators to discuss at these meetings as well.

You will see that this information plays a prominent role in our ESSER plan.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and other organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- Discussion of our district and building needs with our local teachers association and receiving feedback from them
- Discussing the staff and student needs and opportunities that could be addressed with the ESSER plan with staff at teacher in-services
- Discussion of program opportunities, facility updates, and learning programs with STUCO and teacher representatives
- Discussion of classroom expansions and after school/summer success opportunities with our Building Leadership and District Leadership Teams

\*During discussions with the various groups listed above, it was clear that the schools need more space for student learning and one-on-one assistance.

\*It was clear that staff and students want more fresh air and circulation in the classrooms.

\*It was clear that we need other activities or programs that could focus on team-building, leadership, and social-emotional growth that were not sports programs so that our students who do not go out for sports have these growth opportunities (E-Sports program).

\*Finally, it was clear that after school and summer success programs must be utilized to continue to close learning gaps and get students on track for grade level, age, and subject area learning targets. Additionally, some benchmarking and assessment programs were needed in order to better determine student learning gaps.

## **Tribes**

While our student information system (GoEdustar) did not indicate we had any tribal students in our district, we reached out to the following tribes in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of Native American students:

- Cheyenne and Arapaho Tribes
- Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie)

We emailed and called contacts (left messages) from these tribes and provided the opportunity to take a survey on our ESSER plan. While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit Native American students dealing with Covid and the pandemic:

- Update the old HVAC Systems
- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air
- Update Computer Lab at the Jr/Sr High with E-Sports Program Addition
- Summer Success Program

You will see that this information plays a prominent role in our ESSER plan.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the civil rights in our area with a survey to seek feedback regarding suggestions to best meet the needs of our students. We received responses from the following groups:

- Child Advocacy & Parenting Services
- Big Brothers Big Sisters
- Kansas Human Rights Commission

These groups gave positive feedback on our ESSER plan and all of its items, and they felt that these items were very good for our district:

- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Summer Success Program

We visited and discussed ways to address learning loss for all students and it was decided that offering extra help would meet the needs of all students that were suffering from learning loss. Summer school and Afterschool opportunities were a part of these discussions, extra support staff were hired to split up large classes so that smaller groups and more one-on-one learning could take place in these classes.

Our district has a small % of minorities and disabled students.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We reached out to the organizations in our area with a survey to seek feedback regarding suggestions to best meet the needs of our students that represent the various subgroups. We received responses from the following entities:

- School Homeless Liaison
- Special Education Coop Director
- Special Education & Title Services Consultant from KSDE
- St Francis Ministries

From the feedback received, these are the top areas of our ESSER plan that these groups felt were top priority:

- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Summer Success Program

Every family of students in our district were sent the survey link and the ability to give feedback directly to the schools. This includes all of our special populations like migrant students, children in foster care, English Learners, students with disabilities, etc. Although we have a very small percentage of special population students (around 5 or fewer students out of over 315 in our district--not counting Special Education), we communicated with ALL parents in their preferred method of communication (email, text, social media, paper copy, etc.) to ensure that ALL students and their families had the ability to give their input on our ESSER plan.

After visiting with representatives and families from these groups, it was decided that another aide would be hired at the Lakeside Elementary School. This hire would make it easier to help our At-Risk population have more support as we address any type of learning loss during the pandemic. The addition of extra learning spaces and pull-out areas for students with learning needs or learning loss due to the Covid pandemic was also supported because it would help all students.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

**Provide the public the opportunity to provide input and take such input into account**

We sent a survey out to ALL parents of students in our district. We also put the survey on our website, mentioned it at our board meetings, and sent it out on our Facebook pages for PreK-12 in order to have as many patrons take the survey as possible. Below is some wording that was included (not counting conversations and meetings) with our surveys to better help everyone know what we were doing.

Elementary and Secondary School Emergency Relief III (ESSER III) funds are being provided under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 enacted on March 11, 2021. The purpose of ESSER III is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. USD 272 will submit an application for ESSER III funds to the Kansas Department of Education which must include input from a variety of stakeholders on how best to use these funds. Your input, along with other stakeholder feedback, will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback. Thank you in advance for your participation and input.

After the survey was given, we met with most of our same stakeholder groups to go over results and get final input. We discussed our results with STUCO, Site Council, our school admin team, the school board members, teachers, our local teacher association, our Building and District Leadership Teams, our KESA team, and parents.

The feedback was very positive from the survey, and the stakeholder groups were supportive of the survey results. This just reinforced the fact that our ESSER plan is on the right track and supported by our community. Additionally, the outside stakeholders like Civil Rights and Homeless/Foster Care, and Special Education were all very supportive of our endeavors and were excited for us to get started with these plans.

As a result of the surveys and meetings, the following have been determined as most important to address in our district:

- Update the old HVAC Systems
- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air
- Update Computer Lab at the Jr/Sr High with E-Sports Program Addition
- Summer Success Program

Our ESSER plan process and communication gave the public assurances that the school district was providing the best available resources to the classrooms for COVID 19 safety precautions. The local communities of our school district (Glen Elder, Cawker City, Downs, and Tipton) have been very supportive of our Covid mitigation efforts and are thankful for all of the thought that has gone into our ESSER plans to do what is best for kids (academically, social-emotionally, and Covid safety).

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

USD 272 has documented many things through the Covid 19 pandemic. The district has seen learning loss during the pandemic with students not being in person. These include academic losses, behavioral needs, and student losses (students that went to online learning that did not come back to in-person learning). Direct numbers are hard sometimes to correlate as academic losses and social emotional needs can go up and down during a normal school year. Local assessments do show gaps in math and reading throughout K-12. MyIGDI's show greater delays in our early childhood compared to previous years. The district's current PreK-12 students have been impacted with many students who are in need of academic and social emotional skills remediation. The district will continue to work with these students and will do the necessary remediation to catch the students back up to prior levels of success that the district sought with their students. Our staff care a great deal about our students, and it is our top priority to ensure that these children do not have to suffer academically in the long term due to the Covid pandemic.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Using the both the data we collected from our stakeholder engagement process and a review of our student performance data, we have identified the following evidence based practices to implement that utilize a minimum of 20% of our ESSER III funds:

USD 272 plans to conduct a two-three week summer success program for the next three summers to allow students (K-12) to have time and opportunities that they did not have during the pandemic summers to close learning gaps and reinforce core concepts. The district will provide summer remediation for all necessary needs of students in both regular education and special education.

The district will also offer an after-school program for 3rd through 8th graders. This program runs on regular school days until 5:00 pm Mon-Fri. The focus of the afterschool program is to ensure students stay caught up on their daily work and to work on reinforcing concepts that students struggle with. By utilizing the summer success and afterschool programs, we believe that our teachers and support staff will be able to reduce, if not eliminate, the learning gaps that have occurred due to Covid.

Additionally, we have added evidence based programs like MobiMax and Lexia and Lexia Power Up to our resources through our ESSER plan so that we can not only identify learning loss and gaps, but we can also focus on addressing those academic needs.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 272 plans to use the remaining dollars to hire extra staff to meet the needs of students. Social emotional and academic losses are the main priority of these staff members. Safety precautions are also a priority of these dollars to keep students in smaller class sizes so that social distancing can be done to safely have in person school. Sanitization and air quality are also key in keeping school going. Cleaning measures have greatly stepped up during the school day and extra cleaning after school compared to prior years. HVAC systems that do not have good air quality or fresh air circulation would be replaced to allow for proper air circulation, fresh air, and proper air filtration. Technology will be purchased/maintained as well with these dollars to keep individual units for students so they are not sharing and passing germs back and forth or for remote learning for quarantined students/staff as needed. Removing old glass block window systems in the elementary school to replace them with slider windows is another air quality project we would like to complete. This would allow for fresh air into the classrooms and more natural lighting. Currently, the glass block system does not allow teachers to open any windows for fresh air. Increasing communications with parents is a focus for our district due to the Covid mitigation and coordination efforts we have established. Adding SeeSaw district-wide will allow one communication platform for all parents to use to communicate with teachers and visa versa (2 way communication). It also allows for sharing of documents, student work, etc. Finally, our ESSER plan includes staff incentive pay for all of the extra duties that they have taken on due to Covid and our protocols. Our students recognized the massive undertaking that our teachers and classified staff have handled, and they wanted to see them compensated for their hard work. The district will continue to encourage safety protocols and encourage personal safety choices during the pandemic.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 272 will continue to use practices that we found to be successful during the pandemic time. Practices that have not been successful will not be continued. Retaining staff so that social distancing, cleaning, sanitizing, and general operations are a huge necessity during this time. Dollars will be used to help incentivize during this time for this purpose.

Academic and Social-emotional gaps will be monitored and assessed periodically in order to ensure that we are making progress to close those gaps for all students. Stakeholder groups will be communicated with periodically to get their feedback on our program implementations to see what issues or insights they may have. Changes can then be made to address any concerns, issues, etc.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$536,842	\$0	\$536,842	ESSER III Allocations	\$107,369
Approved Total	\$470,842	\$0	\$470,842	Approved Total	\$143,602
Amount Left	\$66,000	\$0	\$66,000	Amount Still Needed	\$0
In Review Total	\$36,000	\$0	\$36,000	In Review Total	\$24,000
Amount Left	\$30,000	\$0	\$30,000	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
272-3-0019	Direct	True	1000	120	12	\$12,000	Task Force Review
272-3-0020	Direct	True	1000	120	12	\$12,000	Task Force Review
272-3-0021	Direct	False	1000	644	9	\$12,000	Task Force Review
272-3-0001	Direct	True	1000	120	12	\$75,000	Approved
272-3-0002	Direct	True	1000	735	9	\$850	Approved
272-3-0003	Direct	True	1000	735	9	\$325	Approved
272-3-0004	Direct	True	1000	110	11A	\$9,000	Approved
272-3-0005	Direct	True	1000	734	11B	\$30,000	Approved
272-3-0006	Direct	True	1000	110	11B	\$15,000	Approved
272-3-0007	Direct	True	1000	735	10	\$322	Approved
272-3-0008	Direct	True	2590	120	2	\$2,000	Approved
272-3-0009	Direct	True	1000	735	9	\$3,000	Approved
272-3-0010	Direct	False	1000	735	9	\$1,600	Approved
272-3-0011	Direct	True	1000	735	9	\$7,380	Approved
272-3-0012	Direct	True	1000	600	12	\$725	Approved
272-3-0013	Direct	False	1000	150	2	\$24,000	Approved
272-3-0014	Direct	False	4700	450	12	\$44,000	Approved
272-3-0015	Direct	False	4700	450	12	\$65,000	Approved
272-3-0016	Direct	False	4700	450	12	\$25,000	Approved
272-3-0018	Direct	False	2600	723	14	\$167,640	Approved

## Line Item Details

Line Item ID: 272-3-0019



**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 Relief-Non-Certified Salaries

**Account Number**

541000120

**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**

Assistant Teacher to work with students at the Jr/Sr High School utilizing an MTSS model so that we can decrease learning losses (closing learning gaps) due to Covid and the learning loss that it created. This Assistant Teacher will focus on students' individual learning needs to close learning gaps.

<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>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 272-3-0020

**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 Relief-Non-Certified Salaries

**Account Number**

541000120

**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**

Assistant Teacher to work with students at the Elementary School utilizing an MTSS model so that we can decrease learning losses (closing learning gaps) due to Covid and the learning loss that it created. This Assistant Teacher will focus on students' individual learning needs to close learning gaps. We have had a lot of substitute teachers stop working in the schools due to Covid so we would also utilize this staff member to help cover classes when the need arises. They would have at least an emergency substitute license so that this can help to ensure students continue their learning when teachers are not able to be present.

<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>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 272-3-0021

**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 Relief-Digital Curriculum

**Account Number**

54-1000-644

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We would update some of our curriculum that is paper-based to a new curriculum that has paper-based resources for on-site learning as well as digital resources for students to access at home. This will allow for remote learners and any child who can't be at school to stay caught up with the curriculum and work by viewing and completing the tasks online.

<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>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 272-3-0001

**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 Relief-Non-Certified Salaries

**Account Number**

581000120

**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**

Elementary Aide to work with the largest classes in K-5 so that we can spread students out and decrease learning losses (closing learning gaps) due to Covid and the learning loss that it created. This aid will allow the teachers to work on students' individual learning needs to close learning gaps.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,000
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Approved

Line Item ID: 272-3-0002

**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 Relief-Technology-Related Software

**Account Number**

581000735

**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**

Heinemann Benchmark Assessment System 1 & 2 to assess student learning loss due to Covid and the learning losses it caused so that discovered learning gaps can be closed. Our reading specialist will use these assessments to determine reading loss and/or target goals for students to close reading gaps.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$850
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$850</u>

**Status**

Approved

Line Item ID: 272-3-0003

**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 Relief-Technology-Related Software

**Account Number**

581000735

**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**

Pearson Gray Oral Reading Test to assess student oral reading skills and/or deficiencies. This test will be used by the Reading Specialist to assess student oral reading learning gaps cause by Covid and learning losses that took place. Reading strategies can then be put in place to close these learning gaps.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$325
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$325</u>

**Status**

Approved

Line Item ID: 272-3-0004

**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 Relief-Salaries

**Account Number**

581000110

**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 Success Program to be held each summer for grades K-12 to close learning gaps due to Covid and the learning loss that took place. This will pay for teachers to work with small groups of students who have learning gaps in any subject area in order to close those learning gaps during the Summer Success Program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$9,000
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

Line Item ID: 272-3-0005

**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 Relief-Technology-Related  
Hardware**Account Number**

581000734

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**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**

Updating Business/Technology classroom computers. This will provide updated computers and software for all Business and Technology classes so that students can interact with their peers in class and remotely if necessary (Zoom, Google Meet, etc.).

We are looking at a lab of 20 desktop computers with Office and Adobe Suite that will be able to handle the work load needed for students as well as provide a learning space for students who might attend After School so that there are computers that have the necessary programs and power to handle any classwork, student-centered MTSS programs, coding projects, etc. The current computers are over 6 years old, have 2 gigs of ram, and are not able to sync students and their work with remote learning. Additionally, the students are not able to utilize the most up-to-date software due to the major limitations that the current desktops have.

Students will have access to these new computers during the Business/Technology classes, and there will be availability for students who are not in these classes during daily Seminar and/or after school. This these new devices, we will be able to focus on learning needs and learning gaps through our Acellus program, and the computers will be able to handle this streaming service so that student learning needs can be effectively met with 21st Century tools. We have opportunities for closing learning gaps in PreK-8, and this addition of technology will allow there to be effective tools used to help teachers close learning gaps at the high school level as well.

<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>	\$30,000

**Status**

Approved

**Line Item Comment from KSDE**

After considering additional information, it is determined this item to be ineligible. The additional information did not provide evidence that E-Sports is an effective social emotional and student engagement program for improving student outcomes.

Line Item ID: 272-3-0006

**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 Relief-Salaries

**Account Number**

581000110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School Program throughout the school year to close learning gaps for students due to learning loss caused by Covid. Teachers work with students individually to catch up on work, close learning gaps, and form a positive relationship with the students in order to create learning trust as they move forward with addressing skills and abilities that students are struggling with.

**Clarification:**

Our After School program is offered for grades 3-8 on all regular school days from 3:35 pm to 5:00 pm. We have one teacher who covers the 6-8 grades and 2 teachers who cover the 3-5 grades each night. Teachers rotate these positions throughout the year so there are around 4 teachers that rotate covering the 3-5 grades and 3 teachers that rotate covering the 6-8 grades for After School.

Any student can come to After School to get help on homework, study for tests, go over concepts to better understand the information, etc. The teachers for grades 3-8 also reach out to parents of struggling students to ensure that these students are able to attend After School so that they can work with them on catching up on work, retaking tests, closing learning gaps, etc. At any given time, there are approximately 15-30 students attending After School between grades 3-8 with some days having more children and some days having less children attending.

Teachers receive \$40 per night for covering the After School program. This means that three teachers covering After School costs the district \$120 per night in extra salaries. Although there are some nights that we do not have After School throughout the year, we do have it a majority of the 163 school days (at least 150 days). Thus, \$120 x 150 After School nights comes to \$18,000 (not counting extra payroll costs that the district covers on these salaries as well). We allocated \$15,000 of our ESSER III to help cover these expenses to close learning gaps and ensure student success across our district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$15,000

**Status**

Approved

**Line Item Comment from KSDE**

Could you provide information as to how you calculated this cost? e.g. #of teachers, daily rate/hourly rate, etc., and about how many students you expect to serve with this program?

Line Item ID: 272-3-0007

**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 Relief-Technology-Related Software

**Account Number**

581000735

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Zones of Regulation Posters for classrooms and Zones: Tools to Try for teachers to use with their students. These social-emotional tools and resources will be used to close social and emotional learning gaps caused by Covid and the lack of socialization during that time. There are many students who need to strengthen these social-emotional skills, and these resources will help to address this need.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$322
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$322</u>

**Status**

Approved

Line Item ID: 272-3-0008

**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 Relief-Non-Certified Salaries

**Account Number**

582580120

**Function Code**

2590 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Tech Support Assistance to set up and maintain all of the devices that the school district has in place (1 to 1 for K-12). Due to the addition of laptops, Chromebooks, and iPads to meet technology needs due to Covid and the remote learning that it has caused, our district needs additional tech support to stay on top of all of these machines. Without these devices being available and up-to-date, students would not have consistent access to learning which would increase learning gaps that are already there due to what Covid has caused already. Thus, this will help to not only close current learning gaps through the use of technology, but it will also help to prevent learning gaps going forward as long as the devices are maintained.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Relief-Technology-Related Software

**Account Number**

581000735

**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**

MobyMax (district-wide license) to be used to close reading and math learning loss due to Covid and the impact it had on student learning. This software can be used to track student learning and the closing of learning gaps as a student improves over time.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Relief-Technology-Related Software

**Account Number**

581000735

**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**

SeeSaw (district-wide license) is a communication platform that allows teachers and parents to have two-way communication with each other on student performance, upcoming events, and any learning goals that are set for students who still have learning losses due to Covid. This platform will allow parents to be more connected to their child's work and successes in school while forming a trust relationship with their child's teacher.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$800
<b>Budgeted Expenditures in SFY 2024</b>	\$800
<b>Total Expenditures</b>	<u>\$1,600</u>

**Status**

Approved

**Line Item Comment from KSDE**

This does not qualify under the 20%.

Line Item ID: 272-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Relief-Technology-Related Software

**Account Number**

581000735

**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**

Lexia (addition of grades 6-8) to be used to close reading learning loss due to Covid and the impact it had on student learning. This software can be used to track student learning and the closing of learning gaps as a student improves over time. Elementary is already using this program, and the addition of grades 6-8 will only help to create a seamless transition of learning loss and learning gap closure for students from one grade level to the next as teachers work with their students on their reading and comprehension skills.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,380**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,380**Status**

Approved

Line Item ID: 272-3-0012

**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 Relief-Classroom Supplies

**Account Number**

581000600

**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**

Science Supplies for Grades 6-8 Science Lab Expansion. These labs are new additions to the 6-8 Science curriculum designed to create hands-on learning, group collaboration, and to close learning gaps on Science concepts not covered due to Covid and learning losses that occurred.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$725**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$725**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Relief-Salaries-Additional Compensation

**Account Number**

581000150

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Staff Incentive Pay to cover wages for additional duties staff have had to perform due to Covid and mitigation/learning loss policies and programs that have been put in place that are above and beyond the regular duties of both certified and classified staff. This incentive pay would cover the additional compensation for staff members for Fall 2022 semester. Extra duties include, but are not limited to, additional work with students to close learning gaps due to Covid, sanitizing and cleaning protocols due to Covid, working with remote students (due to Covid) as needed to ensure learning continues without any gaps, and all other extra duties that have and will come about due to Covid and how it affects our schools and protocols.

Clarification:

There are 60 staff members (teachers, admin, and classified staff) in our district that cover PreK-12. All of the teachers have had and still have extra duties beyond what their normal contracts ask of them due to Covid. This includes ensuring student distancing in classes, contact tracing when there is an exposure, working with remote learning students who are in quarantine, and closing learning gaps due to the Covid pandemic. All of our classified staff have extra duties beyond what their normal job duties would be due to Covid as well. This includes extra cleaning, sanitizing, PPE sorting, distributing, and inventorying, aides working with students to close learning gaps, etc.

The district decided to provide the same staff incentive pay to help compensate for the extra duties and to hopefully provide an incentive for retention to all staff members. At \$400 per staff member x 60 staff members, we arrived at \$24,000 in ESSER III monies allocated for this endeavor. We believe that this is a small token of thanks and gratitude for all of the hard work and dedication that our staff continues to pour into students and doing what is best for kids.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$24,000

**Status**

Approved

**Line Item Comment from KSDE**

Please provide additional information regarding how this amount was estimated. For example, # of staff @ what rate?

5/9/2022-This does not qualify 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 Relief-Building Remodel

**Account Number**

584700450

**Function Code**

4700 - Building Improvements

**Object Code**

450 - Construction Services (Outside Contractors)

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Remodel Jr/Sr High Old Kitchen area into a learning space that can be used for Special Education pull out, meetings with parents and students, one-on-one work with closing student learning gaps due to Covid, etc. We are short on space at our Jr/Sr. High School, and remodeling this space to accommodate meeting student learning needs and holding progress monitoring meetings is huge for us to have, and this remodel would give us the space to do so.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$44,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$44,000</u>

**Status**

Approved

Line Item ID: 272-3-0015

**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 Relief-Building Remodel

**Account Number**

584700450

**Function Code**

4700 - Building Improvements

**Object Code**

450 - Construction Services (Outside Contractors)

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Remodel Elementary School locker room and/or partial band room into learning spaces for students. This space would hold PreK students so that we could expand our program to an all-day learning opportunity which would close the learning gaps that we are seeing due to Covid. Some 3 year olds did not attend PreK due to Covid, and this would provide an opportunity to close the learning gaps for them especially. Additionally, some of the new space could be used to add on-site daycare at the Elementary School so that our school can help to meet the childcare needs that have arisen due to daycare shutdowns that stem from Covid and the issues it has caused for these programs. Furthermore, many small children have stayed home with their parents over the last couple of years due to Covid which has not allowed the social-emotional learning and interaction opportunities that they would have in a play-based structured environment like we would like to create for these children. This would not only close social-emotional growth gaps that are present in our children, but it would also allow for play-based learning to close any age appropriate learning gaps that may be present.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$65,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$65,000</u>

**Status**

Approved

**Line Item Comment from KSDE**


Line Item ID: 272-3-0016

**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 Relief-Building Remodel

**Account Number**

584700450

**Function Code**

4700 - Building Improvements

**Object Code**

450 - Construction Services (Outside Contractors)

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Expand Elementary School Classroom to accommodate the number of students that will be in the classroom moving forward. This is our smallest classroom at the Elementary School, and we do not have any extra classrooms to utilize. There will be 20-26 students in this classroom over the next number of years, and it is far too small to space out that many children due to Covid recommendations to spread students out. We have a computer lab on the other side of the classroom wall in which additional space could be used if the dividing wall was taken down and the two rooms would be remodeled into a larger classroom. We would only need about 2/3 of the computer lab to make the classroom the size it needs to be so we would keep the other 1/3 of the computer lab and turn it into a pull-out learning space for staff to work with students one-on-one with any learning needs and learning gaps that they have due to Covid. This allows us to have the extra space for students while also creating a space for more focused learning initiatives to take place as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<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>	<u>\$25,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

This does not qualify under the 20%. This requires the capital improvement paperwork.

Line Item ID: 272-3-0018

**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 Relief-HVAC Systems

**Account Number**

582600723

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

723 - Heating and Cooling System

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

HVAC Updates for our Elementary School and Jr/Sr High School. Our K-12 buildings have older HVAC units that do not supply fresh air, do not have the ability to utilize the higher MERV rated filters, and are not able to effectively circulate the air in our classrooms as often as Covid mitigation guidelines specify. Additionally, both buildings have old boiler systems that provide the heat to classrooms in parts of the buildings which provides no air flow or fresh air. HVAC unit ages range between the 1960's for the boiler system to 2018, but most of the systems were installed prior to 2000 which means they are 23-63 years old. We would like to replace the older units with newer combination HVAC units that can provide the proper air flow, proper MERV filtration, and the proper fresh air into our classrooms for student and staff health and to try to better meet Covid mitigation guidelines. We would also like to remove as many classrooms from the boiler systems as we can so that they can have the air flow, filtration, and fresh air for students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$83,820
<b>Budgeted Expenditures in SFY 2023</b>	\$83,820
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$167,640</u>

**Status**

Approved

**Line Item Comment from KSDE**

# ESSER III APPLICATION FOR D0274

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>
Oakley	621 Center Avenue, Suite 103, Oakley, KS 67748	621 Center Avenue, Suite 103, Oakley, KS 67748
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ken Bockwinkel	kbockwinkel@oakleyschoolsks.com	(785) 671-4588

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Ken Bockwinkel	Superintendent	kbockwinkel@oakleyschoolsks.com	(785) 671-4588

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://drive.google.com/file/d/1VZitQ9Flv9BFkrvexJVRTJwxp9ohQTKc/view>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?



### Face Coverings/Masks

Masks are recommended for students and staff at this time. These will be provided and laundered by the district. Students and staff may bring their own masks. They must be school appropriate, and the school will not launder those masks. Masks must be worn over the mouth and nose in the manner intended.

Liability waivers will be signed by parents if they don't want their students in masks. Masks may be required at a later date as determined by County Health Officer.

Masks may be required for students by teachers if they will be closer than 6ft for more than 10 minutes for certain activities regardless of waivers.

### Group Stability

Phase Green - Classes on site with remote learning restricted to those with health conditions documented by a physician. Utilize classroom space remove unnecessary items, forward facing, spaced as far apart as possible, classroom layouts to approved by principals. Utilize dividers between desks when necessary.

Phase Yellow - Utilize an A-B schedule and divide the number of students into two groups. Group A attends Monday and Tuesday with remote learning on Wednesday, Thursday and Friday. Group B attends on Thursday and Friday with remote learning on Monday, Tuesday and Wednesday.

Phase Red - All learners are remote.

### Hygiene

Hand sanitizer/Handwashing when entering classrooms. Hand sanitizer/hand washing when entering any building.

Clean desks and areas after sneezes or coughs.

Instruct students on how to sneeze or cough into their sleeve and not on their hands.

### Janitorial

When needed hire a night janitor who can deep clean and sanitize commons areas when students are not in the building.

HS bathrooms will be cleaned near mid morning by Lori and Donna. Jim will clean restrooms as soon as he reports for duty.

Ventilation in the high school was improved by our new HVAC system. Increased opening of windows in the remainder of the buildings will improve ventilation there.

### Diagnostic and screening testing.

The school nurse will screen individuals who appear to have symptoms of Covid 19.

The school nurse will encourage anyone who is symptomatic to consult with their physician regarding any diagnostic test.

## Stakeholder Engagement

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### **Students**

Students were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. The students provided feedback through our Principal's Council which consists of a group of students that meet with the HS principal to address school needs overall. Students indicate that the after school programs and counseling are most helpful. Overall, 15.2% of students were involved in the discussions. These items were taken into consideration for our ESSER III plan.

### **Families**

Parents/guardians were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. Parent response rate was 7.3%. Many parents also serve on the site councils in the district where they address Covid and other concerns. The responses given by families indicated that counseling services, after school programs, structured intervention time, outdoor learning spaces, and summer school are most needed for our Covid recovery. These items were taken into consideration for our ESSER III plan.

### **School and District Administrators including Special Education Administration**

All administrators were given the opportunity to complete an ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. All administrators were also an integral part in developing the Covid protocols that were developed for the district. Administration believes that counseling services, after school programs, structured intervention time, and summer school are items that we should support with ESSER III funds. Items were discussed with the Special Ed Cooperative Administration. They had no further suggestions. These items were taken into consideration for our ESSER III plan.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

All staff were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. All staff were also involved in the developing of our Covid protocols through multiple meetings throughout the crisis. There are only 7 staff members that belong to KNEA, and their results are included in the staff surveys. The staff feels that counseling services, after school and summer school programs, structured intervention time, and outdoor learning spaces are important in our ESSER III funding plans. These items were taken into consideration for our ESSER III plan.

### **Tribes**

Tribal members were given the opportunity to complete an ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. USD 274 only had one response indicating tribal membership. That one response indicated that after school programs, retaining counselors and outdoor learning areas were a priority. These items were taken into consideration for our ESSER III plan.

### **Civil Rights Organization including Disability Rights Organizations**

Those involved with Civil Rights Organizations were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. No one indicated affiliation with Civil Rights Organizations. We reached out to the Kansas Human Rights Council. Here is a copy of the email sent to them and their response:

As part of the Pandemic Relief effort by the federal government, school districts are required to reach out to a civil rights organization and consult with them about our ESSER III funding plans.

Currently, USD 274 Oakley plans to spend the monies in the following areas: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. Each of these areas of expenditure will support our mission to serve each and every student of our district. Furthermore, special attention will be given to those students with special circumstances to help them overcome the learning loss from the Covid pandemic.

I need a response from your organization regarding our plans. Please feel free to contact me by email or by the phone number listed below.

Thanks for your attention to this matter.

Ken

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Ken Bockwinkel  
Superintendent  
Oakley Public Schools  
785-671-4588 phone  
785-671-3044 fax

KHRC [KHRC]  
Wed, Oct 12, 5:15 PM  
to me

Ken Bockwinkel

Superintendent

Oakley Public Schools

Dear Superintendent Bockwinkel,

Thank you for the e-mail. The Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding plans.

I hope this e-mail meets your needs. If it does not, please let me know.

Sincerely,

Ruth Glover

Executive Director

Kansas Human Rights Commission

Ph. (785) 296-3206

Fax (785) 296-0589

ruth.glover@ks.gov

Visit the KHRC at [www.khrc.net](http://www.khrc.net) Follow the KHRC on Twitter @KansasHRC

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Patrons who have children disabilities, who are ELL, who are in foster care, and other such groups were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. The respondents indicated that after school, summer school, structured intervention time, outdoor learning areas, and counseling were areas of need for ESSER III monies.

Stakeholders with interests of children with disabilities preferred: Structured interventions, After School Programs, Summer School. Counselors, parent resources. Elementary/MS HVAC (tie), Other building needs. There were only 4 respondents.

Stakeholders with ELL students preferred: Structured interventions, after school programs, summer school. Counselors, parent resources and EL Curriculum. Elementary/MS HVAC, Outdoor Learning Centers.

There were no respondents in the following areas: children experiencing homelessness, children in foster care, migratory students, children who are incarcerated. We have one child experiencing homelessness, and she did not want to respond to the survey. We do not have any children who are incarcerated. All parents received notifications of the survey, and the parents of foster care and migrant students did not want to reply.

These items were taken into consideration for our ESSER III plan.

**Provide the public the opportunity to provide input and take such input into account**

All patrons were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. The responses were similar to the rest of our data.

Data from the survey:

Role in district: parent 50.8%, community member 20.6%, business owner 4.8%, staff member 46%, other 3.2%

Subgroups: Native American tribe, 1.6%, civil rights organization member 0%, children with disabilities 6.3%, children are ELL 1.6%, Migrant 0%, homeless 0%, children incarcerated 0%, foster care 0%, other underserved 0%.

Grade Levels: PreK-4 33.3%, 5th-8th 28.6%, 9th-12th 33.3%, no children in school 38.1%

Summer school those ranking as Important or Very Important: 63.5%

After school those ranking as Important or Very Important: 76.2%

Structured interventions those ranking as Important or Very Important: 88.9%

Technology needs: Chromebooks: 47.6%, On Site Internet: 36.5 %, Community Wireless: 38.1%, technology instruction: 63.5 %, Other Tech: 23.8%.

Social Emotional Curriculum those ranking as Important or Very Important: 82.5%.

Parent Resources those ranking as Important or Very Important: 85.7%.

Retaining 2 counselors those ranking as Important or Very Important: 93.7%.

Elementary HVAC those ranking as most or second most important: 55.6%

MS HVAC those ranking as most or second most important: 55.6%.

Cleanliness those ranking as most or second most important: 23.8%

Outdoor Learning Area those ranking as most or second most important: 33.3%

Other building needs those ranking as most or second most important: 31.7%

It is important to note the cost of HVAC in the elementary and middle school are well beyond the resources allocated by funding supplied by ESSER III and will not be considered by the board.

It is also important to note the other building needs specified by most respondents indicated that the district needed to increase the size of the elementary building and/or build another gym - both of which are beyond the scope of the ESSER III funding and will not be considered by the board.

These items were taken into consideration for our ESSER III plan.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Covid has had a dramatic impact on our district in terms of learning loss and the social emotional well-being of our students. State assessment and other test scores were down substantially in 2021 as compared to previous years. However, the 2022 scores did see an upward swing of scores, indicating that our mitigation efforts are having a positive effect. The number of students requiring visits with counselors also increased. So far this year, the numbers are down somewhat. Hopefully, that trend continues. Since we are a small district, it is difficult to determine if the impacts of Covid have effected any special populations. The numbers indicate that all groups suffered some learning loss because of Covid, but all groups have seen improvement over the last year. No particular group is an outlier in the data.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Oakley Public Schools has, and will continue to address, learning loss through the following strategies:

1. A robust summer school with specific emphasis on reading and math skills for our students identified for extra help in grades K-8.
2. After school programs for all students grades PreK-12, particularly for those who are struggling academically. However, all students are welcome.
3. During the school day supports for our 5th-12th grade students through a dedicated "Guided Study" time. This time utilizes data secured through Fastbridge, STAR, DIBELS, and other assessments to gauge the individual needs of the students.

All three of these supports are provided by our licensed teachers and their para professionals. A broad variety of teachers, with backgrounds in many subjects, have signed on to help with these programs.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The bulk of the remaining funding will be spent addressing social-emotional needs, adequate cleaning, and an outdoor learning center.

The social-emotional expenditures will revolve around the retention of a PreK-8 counselor. This position was made available with ESSER II funding, and we want to continue the program utilizing ESSER III monies. If the legislature follows through with the inflationary adjustment required by the Gannon court case, we will be able to continue having two counselors in our district. Also included in the social-emotional expenditures is the purchase of social-emotional curriculum that will be integrated into the classrooms PreK-12.

The hiring of an additional custodian through the Covid experience has been crucial to maintaining a clean learning space in our schools. We plan to utilize ESSER III monies to continue this practice. In addition, two auto-scrubbers will be purchased to help with the sanitization process and to speed the work of the custodians.

An outdoor learning center is necessary to give our students a place to study in the fresh air. It includes 4 bench/table sets, two benches, and two canopy shades for times when teachers want to take their classrooms outside. This portion of the project will be completed in conjunction with a new playground for the elementary. However, the playground portion of this project is not included in the ESSER funding request.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The programs we are instituting are open to all students, regardless of any special status they or their families have. Any student who is struggling, regardless of status, will be encouraged to attend the after school and summer school programs that are appropriate. All students receive special attention during "Guided Study." Any student who has failing grades in 5th-12th grades is required to stay for the after school program, regardless of status.

Our special education team will continue to do their excellent work in monitoring and reporting the needs of the special education students. Our migrant, ESOL, and counseling staff do the same for our other special populations.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$514,379	\$0	\$514,379	ESSER III Allocations	\$102,876
Approved Total	\$414,494	\$0	\$414,494	Approved Total	\$104,000
Amount Left	\$99,885	\$0	\$99,885	Amount Still Needed	\$0
In Review Total	\$99,885	\$0	\$99,885	In Review Total	\$80,661
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
274-3-0012	Direct	False	1000	650	9	\$19,224	Task Force Review
274-3-0013	Direct	True	1000	110	11A	\$50,000	Task Force Review
274-3-0014	Direct	True	1000	120	11A	\$30,661	Task Force Review
274-3-0001	Direct	False	2122	110	10	\$150,000	Approved
274-3-0002	Direct	False	2600	120	13	\$110,000	Approved
274-3-0003	Direct	False	2600	719	13	\$6,860	Approved
274-3-0004	Direct	True	1000	110	11B	\$30,000	Approved
274-3-0005	Direct	True	1000	120	11B	\$16,000	Approved
274-3-0006	Direct	True	1000	610	11B	\$4,000	Approved
274-3-0007	Direct	True	1000	110	11A	\$24,000	Approved
274-3-0008	Direct	True	1000	120	11A	\$12,000	Approved
274-3-0009	Direct	True	1000	610	11A	\$4,000	Approved
274-3-0010	Direct	True	1000	650	9	\$14,000	Approved
274-3-0011	Direct	False	2600	610	7	\$43,634	Approved

## Line Item Details

Line Item ID: 274-3-0012

**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**

Tech Supplies

**Account Number**

91510

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is to purchase Boardworks K-12 Suite. Boardworks has online lessons for students and teachers. The students will be able to access this lessons from anywhere they have connectivity. It will also allow teachers to modify the lessons as needed.

<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>	\$19,224
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$19,224</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item.

As per district: This is a curriculum supplement which can be used in the classroom but is particularly helpful for students in quarantine. Learning loss was most prevalent in the eighth grade class.

Line Item ID: 274-3-0013



**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**

Summer School Certified Salaries

**Account Number**

91501

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We would like to expand our summer school opportunities to allow for more time with students and to hire more staff. It is likely that we will bring on 10 additional 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>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$50,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

How many staff is this for?  
New Line Item

Line Item ID: 274-3-0014

**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**

Summer School Para Salaries

**Account Number**

91502

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We want to expand our summer school offerings by adding more staff and more time. It is likely that we will add 8 more staff members and increase their time by an hour per day.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,331
<b>Budgeted Expenditures in SFY 2024</b>	\$15,330
<b>Total Expenditures</b>	\$30,661

**Status**

Task Force Review

Line Item ID: 274-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

K-8 Student Services Salary

**Account Number**

91500

**Function Code**

2122 - Counseling Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is a second "counselor" who will serve the needs of the MS/Elementary students. This includes her payroll taxes and benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$75,000
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<b>Total Expenditures</b>	<u>\$150,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The social-emotional expenditures will revolve around the retention of a PreK-8 counselor. This position was made available with ESSER II funding, and we want to continue the program utilizing ESSER III monies. If the legislature follows through with the inflationary adjustment required by the Gannon court case, we will be able to continue having two counselors in our district. Also included in the social-emotional expenditures is the purchase of social-emotional curriculum that will be integrated into the classrooms PreK-12."

Line Item ID: 274-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodian Salary

**Account Number**

91503

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is an additional custodian brought on to help us be more thorough in our cleaning and disinfecting. This includes his salary, payroll taxes and benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$110,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The hiring of an additional custodian through the Covid experience has been crucial to maintaining a clean learning space in our schools. We plan to utilize ESSER III monies to continue this practice."

Line Item ID: 274-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Outdoor Learning

**Account Number**

91505

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

719 - All Other Improvements

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

A shaded area with tables and benches used to have a place to learn outside in the fresh air. The outdoor area includes 4 tables and two benches with canopied shade areas. A cost breakdown includes: Tables 4 at \$1375 each for \$5500, Benches 2 at \$680 each for \$1360.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,860
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,860</u>

**Status**

Approved

Line Item ID: 274-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Teachers Salaries

**Account Number**

91501

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the teachers' salaries, payroll taxes and benefits for teachers serving in the after school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the Covid 19 pandemic..

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
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<b>Total Expenditures</b>	<u>\$30,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Oakley Public Schools has, and will continue to address, learning loss through the following strategies:

1. A robust summer school with specific emphasis on reading and math skills for our students identified for extra help in grades K-8.
2. After school programs for all students grades PreK-12, particularly for those who are struggling academically. However, all students are welcome.
3. During the school day supports for our 5th-12th grade students through a dedicated "Guided Study" time. This time utilizes data secured through Fastbridge, STAR, DIBELS, and other assessments to gauge the individual needs of the students.

All three of these supports are provided by our licensed teachers and their para professionals. A broad variety of teachers, with backgrounds in many subjects, have signed on to help with these programs."

Line Item ID: 274-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Para Salaries

**Account Number**

91502

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the paras' salaries, payroll taxes and benefits for paras serving in the after school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the Covid 19 pandemic..

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
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<b>Total Expenditures</b>	<u>\$16,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Oakley Public Schools has, and will continue to address, learning loss through the following strategies:

1. A robust summer school with specific emphasis on reading and math skills for our students identified for extra help in grades K-8.
2. After school programs for all students grades PreK-12, particularly for those who are struggling academically. However, all students are welcome.
3. During the school day supports for our 5th-12th grade students through a dedicated "Guided Study" time. This time utilizes data secured through Fastbridge, STAR, DIBELS, and other assessments to gauge the individual needs of the students.

All three of these supports are provided by our licensed teachers and their para professionals. A broad variety of teachers, with backgrounds in many subjects, have signed on to help with these programs."

Line Item ID: 274-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Supplies

**Account Number**

91512

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is for supplies to be used by our students and teachers in the after school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the Covid 19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
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<b>Total Expenditures</b>	<u>\$4,000</u>
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**Status**

Approved

Line Item ID: 274-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Certified Salaries

**Account Number**

91501

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the teachers' salaries, payroll taxes and benefits for teachers serving in the summer school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the Covid 19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,000
<b>Budgeted Expenditures in SFY 2024</b>	\$12,000
<b>Total Expenditures</b>	<u>\$24,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Oakley Public Schools has, and will continue to address, learning loss through the following strategies:

1. A robust summer school with specific emphasis on reading and math skills for our students identified for extra help in grades K-8.
2. After school programs for all students grades PreK-12, particularly for those who are struggling academically. However, all students are welcome.
3. During the school day supports for our 5th-12th grade students through a dedicated "Guided Study" time. This time utilizes data secured through Fastbridge, STAR, DIBELS, and other assessments to gauge the individual needs of the students.

All three of these supports are provided by our licensed teachers and their para professionals. A broad variety of teachers, with backgrounds in many subjects, have signed on to help with these programs."

Line Item ID: 274-3-0008



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Para Salaries

**Account Number**

91502

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the paras' salaries, payroll taxes and benefits for paras serving in the summer school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the Covid 19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
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<b>Total Expenditures</b>	<u>\$12,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Oakley Public Schools has, and will continue to address, learning loss through the following strategies:

1. A robust summer school with specific emphasis on reading and math skills for our students identified for extra help in grades K-8.
2. After school programs for all students grades PreK-12, particularly for those who are struggling academically. However, all students are welcome.
3. During the school day supports for our 5th-12th grade students through a dedicated "Guided Study" time. This time utilizes data secured through Fastbridge, STAR, DIBELS, and other assessments to gauge the individual needs of the students.

All three of these supports are provided by our licensed teachers and their para professionals. A broad variety of teachers, with backgrounds in many subjects, have signed on to help with these programs."

Line Item ID: 274-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Teaching Supplies

**Account Number**

91512

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is for supplies for our student and teachers in the summer school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the Covid 19 pandemic..

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Approved

Line Item ID: 274-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Tech Supplies

**Account Number**

91510

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is for hardware (Chromebooks, projectors, wireless access points) and software (social emotional assessments and academic assessments) for use with students. The hardware will allow students to better access teachers and/or allow teachers to teach remotely if they are out in quarantine. The software will allow us to better assess how we are doing as we combat the learning loss during Covid.

Chromebooks 10 @ \$250 is \$2500 each year

Projectors 2 @ \$1500 is \$3000 each year

Wireless access points 5 @ \$100 is \$500 each year

Software \$1000 each year

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$14,000</u>

**Status**

Approved

Line Item ID: 274-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Other Expenses

**Account Number**

91513

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This money is to be used for the additional cleaning supplies, safety supplies, and equipment necessary to sanitize our buildings due to the Covid outbreak. We are split between 4 main buildings, and we can share some equipment, but not always.

2 Autoscrubbers \$9000 each for \$18,000 split between 2023 and 2024

4 corner/edge scrubbers \$500 each for \$2000 split between 2023 and 2024

Cleaning supplies/disinfectant chemicals \$8000 in 2023 and \$11,634 in 2024

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$20,000

**Budgeted Expenditures in SFY 2024** \$23,634

**Total Expenditures** \$43,634

**Status**

Approved

**Line Item Comment from KSDE**

? This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

# ESSER III APPLICATION FOR D0308

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>
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	\$6,661,560	\$0	\$6,661,560	Approved Total	\$3,448,305
Amount Left	\$1,831,400	\$0	\$1,831,400	Amount Still Needed	\$0
In Review Total	\$1,700,000	\$0	\$1,700,000	In Review Total	\$0
Amount Left	\$131,400	\$0	\$131,400	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
308-3-0015	Direct	False	2610	723	14	\$1,200,000	Task Force Review
308-3-0017	Direct	False	4700	719	15	\$500,000	Task Force Review
308-3-0018	Direct	True	1000	213	12	\$60,626	Approved
308-3-0019	Direct	True	1000	221	12	\$190,986	Approved
308-3-0020	Direct	True	1000	260	12	\$3,585	Approved
308-3-0021	Direct	True	1000	270	12	\$15,362	Approved
308-3-0023	Direct	True	1000	111	11A	\$320,000	Approved
308-3-0024	Direct	True	1000	121	11A	\$20,000	Approved
308-3-0025	Direct	True	1000	221	11A	\$26,010	Approved
308-3-0026	Direct	True	1000	260	11A	\$442	Approved
308-3-0027	Direct	True	1000	270	11A	\$1,894	Approved
308-3-0028	Direct	True	1000	619	11A	\$60,000	Approved
308-3-0029	Direct	False	1000	111	16	\$705,000	Approved
308-3-0030	Direct	False	1000	121	16	\$720,000	Approved
308-3-0031	Direct	False	1000	221	16	\$109,014	Approved
308-3-0032	Direct	False	1000	260	16	\$1,872	Approved
308-3-0033	Direct	False	1000	270	16	\$8,020	Approved
308-3-0034	Direct	False	1000	115	3	\$276,960	Approved
308-3-0035	Direct	False	1000	221	3	\$21,038	Approved
308-3-0036	Direct	False	1000	260	3	\$430	Approved
308-3-0037	Direct	False	1000	270	3	\$1,532	Approved
308-3-0038	Direct	False	1000	111	3	\$306,000	Approved
308-3-0039	Direct	False	1000	221	3	\$23,387	Approved
308-3-0040	Direct	False	1000	260	3	\$430	Approved
308-3-0041	Direct	False	1000	270	3	\$1,532	Approved
308-3-0043	Direct	False	1000	513	11A	\$9,400	Approved
308-3-0001	Direct	True	1000	111	12	\$2,060,600	Approved
308-3-0002	Direct	True	1000	121	12	\$688,800	Approved
308-3-0009	Direct	False	2212	330	3	\$200,040	Approved
308-3-0010	Direct	False	1000	736	9	\$369,408	Approved

308-3-0011	Direct	False	1000	650	9	\$259,192	Approved
308-3-0012	Direct	False	1000	735	9	\$90,000	Approved
308-3-0013	Direct	False	1000	619	10	\$50,000	Approved
308-3-0014	Direct	False	2220	641	3	\$60,000	Approved

## Line Item Details

Line Item ID: 308-3-0015

**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**

103

**Function Code**

2610 - Operation of Building

**Object Code**

723 - Heating and Cooling System

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To help mitigate the spread of COVID -19, we plan to improve indoor air quality in several of our school facilities. These funds would be used for an HVAC replacement project each summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$400,000
<b>Budgeted Expenditures in SFY 2023</b>	\$400,000
<b>Budgeted Expenditures in SFY 2024</b>	\$400,000
<b>Total Expenditures</b>	<u>\$1,200,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met.

Line Item ID: 308-3-0017

**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**

103

**Function Code**

4700 - Building Improvements

**Object Code**

719 - All Other Improvements

**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**

Hard Surface Flooring: Replace carpet in elementary classrooms that is heavily soiled due to eating meals in classrooms during the COVID-19 pandemic. Carpet will be replaced with hard surface flooring to allow for sanitizing this surface to help mitigate the spread of germs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
<b>Budgeted Expenditures in SFY 2024</b>	\$250,000
<b>Total Expenditures</b>	\$500,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

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>	<u>\$60,626</u>

**Status**

Approved

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**

Approved

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**

Approved

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**

Approved

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**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

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>	<u>\$20,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

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**

Approved

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**

Approved

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**

Approved

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

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30,000**Budgeted Expenditures in SFY 2024** \$30,000**Total Expenditures** \$60,000**Status**

Approved

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**

Approved

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**

Approved

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**

Approved

Line Item ID: 308-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

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**

Approved

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**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

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**

Approved

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**

Approved

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**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

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**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

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**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$11,694
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<b>Budgeted Expenditures in SFY 2024</b>	\$11,693
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<b>Total Expenditures</b>	\$23,387
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**Status**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$215
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<b>Budgeted Expenditures in SFY 2024</b>	\$215
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<b>Total Expenditures</b>	\$430
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**Status**

Approved

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**

Approved

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**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,025,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,035,000
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<b>Total Expenditures</b>	\$2,060,600
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**Status**

Approved

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**

Approved

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**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

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**

Approved

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**

Approved

Line Item ID: 308-3-0012



**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**

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
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<b>Total Expenditures</b>	\$90,000
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**Status**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$25,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$50,000
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**Status**

Approved

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>	<u>\$60,000</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0327

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>
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	\$645,366	\$0	\$645,366	Approved Total	\$124,573
Amount Left	\$16,887	\$0	\$16,887	Amount Still Needed	\$7,878
In Review Total	\$8,315	\$0	\$8,315	In Review Total	\$8,315
Amount Left	\$8,572	\$0	\$8,572	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
327-3-0031	Direct	True	2210	110	16	\$3,275	Task Force Review
327-3-0032	Direct	True	2210	110	16	\$5,040	Task Force Review
327-3-0001	Direct	False	1000	110	2	\$171,000	Approved
327-3-0002	Direct	False	1000	220	2	\$13,080	Approved
327-3-0003	Direct	False	1000	260	2	\$170	Approved
327-3-0004	Direct	False	1000	120	2	\$93,000	Approved
327-3-0005	Direct	False	1000	220	2	\$7,120	Approved
327-3-0006	Direct	False	1000	260	2	\$94	Approved
327-3-0007	Direct	False	2120	110	10	\$66,895	Approved
327-3-0008	Direct	False	2120	220	10	\$5,120	Approved
327-3-0009	Direct	False	2120	260	10	\$70	Approved
327-3-0010	Direct	False	2120	210	10	\$12,720	Approved
327-3-0011	Direct	False	2120	270	10	\$200	Approved
327-3-0012	Direct	False	2120	110	10	\$59,285	Approved
327-3-0013	Direct	False	2120	220	10	\$4,480	Approved
327-3-0014	Direct	False	2120	270	10	\$200	Approved
327-3-0015	Direct	False	2120	260	10	\$60	Approved
327-3-0016	Direct	False	2200	300	10	\$5,200	Approved
327-3-0017	Direct	False	1000	120	9	\$62,399	Approved
327-3-0018	Direct	False	1000	220	9	\$4,700	Approved
327-3-0019	Direct	False	1000	260	9	\$60	Approved
327-3-0020	Direct	True	1000	653	12	\$6,820	Approved
327-3-0021	Direct	False	1000	653	9	\$2,220	Approved
327-3-0022	Direct	False	1000	280	12	\$12,720	Approved
327-3-0023	Direct	True	1000	610	9	\$2,480	Approved
327-3-0024	Direct	True	1000	653	12	\$799	Approved
327-3-0025	Direct	True	1000	110	12	\$80,000	Approved
327-3-0026	Direct	True	1000	260	12	\$90	Approved
327-3-0027	Direct	True	1000	220	12	\$5,900	Approved
327-3-0028	Direct	True	1000	653	12	\$24,704	Approved

## Line Item Details

Line Item ID: 327-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER

**Account Number**

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**

KMS 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. These meetings will address learning loss and high-yield strategies as well as research-based best practice per the KSDE site to use when providing instruction. These meetings will be held outside of the duty day. This funding would support paying teachers for the additional time worked.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,134
<b>Budgeted Expenditures in SFY 2024</b>	\$2,141
<b>Total Expenditures</b>	<u>\$3,275</u>

**Status**

Task Force Review

Line Item ID: 327-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER

**Account Number**

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**

EJSHS 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. These meetings will address learning loss and high-yield strategies as well as research-based best practice per the KSDE site to use when providing instruction. These meetings will be held outside of the duty day. This funding would support paying teachers for the additional time worked.

<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>	\$3,240
<b>Total Expenditures</b>	\$5,040

**Status**

Task Force Review

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**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$6,540
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,540
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<b>Total Expenditures</b>	<u>\$13,080</u>
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**Status**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$85
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<b>Budgeted Expenditures in SFY 2024</b>	\$85
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<b>Total Expenditures</b>	<u>\$170</u>
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**Status**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$46,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$46,500
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<b>Total Expenditures</b>	<u>\$93,000</u>
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**Status**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,560
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,560
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<b>Total Expenditures</b>	<u>\$7,120</u>
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**Status**

Approved

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**

Approved

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,446
<b>Budgeted Expenditures in SFY 2024</b>	\$33,449
<b>Total Expenditures</b>	<u>\$66,895</u>

**Status**

Approved

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**

Approved

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**

Approved

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**

Approved

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**

Approved

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$29,285
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<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
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<b>Total Expenditures</b>	\$59,285
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**Status**

Approved

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

<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>	\$2,240
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,240
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<b>Total Expenditures</b>	\$4,480
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**Status**

Approved

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**

Approved

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

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30**Budgeted Expenditures in SFY 2024** \$30**Total Expenditures** \$60**Status**

Approved

Line Item 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.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,600**Budgeted Expenditures in SFY 2024** \$2,600**Total Expenditures** \$5,200**Status**

Approved

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.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30,742**Budgeted Expenditures in SFY 2024** \$31,657**Total Expenditures** \$62,399**Status**

Approved

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>	<u>\$4,700</u>

**Status**

Approved

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**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$3,410
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,410
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<b>Total Expenditures</b>	<u>\$6,820</u>
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**Status**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1,110
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,110
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<b>Total Expenditures</b>	<u>\$2,220</u>
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**Status**

Approved

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>	<u>\$12,720</u>

**Status**

Approved

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>	<u>\$2,480</u>

**Status**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$799
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$799</u>
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**Status**

Approved

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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$35,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
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<b>Total Expenditures</b>	<u>\$80,000</u>
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**Status**

Approved

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**

Approved

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**

Approved

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.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,727**Budgeted Expenditures in SFY 2024** \$10,977**Total Expenditures** \$24,704**Status**

Approved

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**

Approved



# ESSER III APPLICATION FOR D0333

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>
Concordia	217 W 7th, Concordia, KS 669012803	217 W 7th, Concordia, KS 669012803
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Quentin Breese	qbreese@usd333.com	(785) 243-3518

## 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>
Ronda Gumm	District Business Manager	ronda.gumm@usd333.com	(785) 243-3518
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Quentin Breese		qbreese@usd333.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.usd333.com/264533\\_2](https://www.usd333.com/264533_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?

All ESSER I and ESSER II resources were used immediately over the past 19 months to mitigate the spread of the virus through the Covid-19 Pandemic including the extensive purchase of masks for our students and staff, expensive temperature scanners and logging technology, student and staff technology of chromebooks, monitors, document camera and technology needs to work through both synchronous learning and asynchronous learning as well as cleaning materials for our Buses, Food Service, and Academic services.

The focal point of our ESSER III resources have been presented in this application to continue the great work of our staff to maintain in-person instruction as we have consistently throughout the 20-21 school year and so far the 21-22 school year. This has been done with direct and diligent leadership by our teachers and administrators with an outstanding implementation of our Test to Stay programs and mitigation strategies.

Our resources outlined in our ESSER III application are intentional to have the most direct impact on our students and is fully focused on the hiring and support of additional staff members to facilitate support and help fill in the tremendous gaps realized from the school shut down by Kansas Governor Laura Kelly in March of 2020-May of 2020. There were additional gaps created throughout our district by some parents choosing to keep their students home August of 2020-May of 2021 even though our schools were fully open with in-person learning with the wearing of masks. We feel that the only way to build back our foundation and to support the gaps created by the Covid-19 Pandemic is to provide the staffing support needed to give personalized attention to our most impacted student population. Our itemized documentation outlines our proposal of utilizing ESSER III funds for direct salaries for additional staffing including full and part time substitute teachers to mitigate the significant staffing shortage we are experiencing with sick staff members and a significant sub shortage. We are also proposing the hiring of additional Math, Science, and ELA teachers at the secondary building to help bridge the gaps we are seeing in our standardized testing and our local testing programs through Fastbridge. Our data is very revealing and we have significant gaps and we feel these additional staff members salaries through 2024 will help us break our classrooms down into some smaller ability groupings to give our students more direct instruction through our outlined MTSS model. These smaller class sizes will also help us mitigate the spread of Covid-19 by increasing space between students in our small classrooms. We believe this strategy will help alleviate and address many of the challenges we have had with learning loss. In addition to these specific content level teachers at the secondary level we have also proposed the hiring of additional elementary teachers to bring class sizes down. The additional staffing salaries strategy will spread students out in our small classrooms to help keep germ interaction at bay, while also helping address learning loss with additional certified teachers breaking down our classrooms into ability grouping content areas within our MTSS programs.

USD 333 also realizes how difficult it is in a rural community to keep some of our most At-Risk students engaged in meaningful learning so we hope to utilize the ESSER III funding in this proposal to hire additional elective teachers specifically in our Metal Shop area and Wood Shop area to provide meaningful electives to attract these students to our school and keep them involved in their K-12 institution rather than drop out. At 55% free and reduced, we realize that many of our most vulnerable students are our low income residents that don't see the value in school and encouraging them to come back must be our number one priority.

In addition to our proposal of additional staffing salaries through September of 2024, Our proposal also includes the purchase of our consumable curricular resources. We have itemized additional curricular resources outlined in this proposal including online math, reading, and social studies subscriptions to help our students who are sick or quarantined to maintain asynchronous learning and not fall behind their peers while we are continuing our in-person instruction.

## **Stakeholder Engagement**

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### **Students**

In developing our ESSER plan for our students, we conducted a survey and hosted focus groups with student leadership groups including site council members and representatives from our CMS and CJSHS student councils to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

- Students expressed continued interest in TEST to PLAY and TEST to STAY Strategies.
- High School Students and Middle School Students expressed expanding our Nurses Offices as they are too close and everyone is on top of each other.
- Many students expressed concern about the school facilities including size of the classrooms and cleanliness of the restrooms and doors on the male restroom stalls.

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Families**

In developing our overall ESSER plan for our families, we have worked closely with our families in developing our ESSER III support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. 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:

- More than 41.2% of our families expressed a focus on Summer Learning
- An additional 46.4% of our families expressed interest in after school tutoring programs.
- Additional Instructional materials were requested from more than 48% of our families in our engagement surveys.
- More than 45% of our families expressed interest in additional instructional personnel and personnel support.

You will see that these suggestions from parents are reflective in the plan we developed.

## **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

- More than 103 families expressed a focus on Summer Learning
- An additional 116 Families expressed interest in after school tutoring programs.
- Additional Instructional Materials were requested from more than 122 families in our engagement surveys.

You will see that this information plays a prominent role in our ESSER plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- The ESSER process has put a tremendous amount of strain on all of our systems. Weekly meetings with our Health Department to discuss Strategy and collaboration.
- Weekly meetings with the USD 333 Administrative Team.
- Weekly meetings with the Board President and Vice President
- Monthly Meetings with the full Board of Education
- 8 Community dialogue meetings have taken place throughout the 2 Year Pandemic June of 2020 through November of 2021. Agenda's available
- 9 Town Hall meetings took place from June of 2020 through November of 2021. Agenda's and Powerpoints are available.

Teachers were specifically engaged in weekly PCL teaming meetings in our K-4 attendance center. These are grade level teamings that take place consistently each week to monitor student progress. I would be happy to list these staff by names with with over 100 staff members, I would prefer to send you a spreadsheet. With the 5-6 attendance center, PCL meetings were conducted during the students specials times to engage all core teachers in the conversation. These were not grade level teamings, but rather content teamings. Since our encore or specials teachers were engaged with the students at that time of the regular content team meetings, we were able to bring our Art, Music, Band, and PE educators in during our monthly PLC time with our specials teachers across the district.

## **Tribes**

In a review of our student information system, we identified 2 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:

- Summer Learning Aligned with that of the larger other groups.
- After school Tutoring also aligned with other larger groups.
- More staffing aligned with the administration conversations.

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

### **Civil Rights Organization including Disability Rights Organizations**

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

- NAACP- No response by email.
- Our Survey went out on Facebook to all of our patrons at this link.  
<https://forms.gle/CZViEwGoDnmTubLZ6>
- Glenn Grayson U. S. Department of Education from the office of civil rights through email

Office for Civil Rights

- The ADA representatives we engaged included our special education cooperative representatives Rebekah Helget Director, Sarah Niehus, Assistant Director, Rachel Kueker, Occupational Therapy, Brandi Duske, Educational Psychologist and Judy Edwards and Lori Stallman regarding speech services in addition to specific families of staff members David Goodwin who is in a full time wheelchair due to amputation of his leg. We also engaged in Student Chris Pineda, 5th Grader with Cerebral Palsy in addition to his father Ramon Pineda and mother Ana Pineda in a focus group how best to assist in best meeting the needs of Chris.

### **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 first reviewed our student information system to locate the students who identify with the subgroups listed above. We were able to seek input from teachers, paraprofessionals, ESOL teachers and staff, in addition to our administrators. We contacted local DCF professionals and coordinated with our Homeless liaison in addition to our Foster Care TFI organization. We also collaboratively worked to input from service center personnel regarding our Migrant populations. We worked with a number of outside agencies to gather additional feedback including KVC Kansas for foster youth, Raising Special Kids, and the Youth on Their Own Organization for homeless youth.

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.

<https://forms.gle/CZViEwGoDnmTubLZ6>

- Additional personnel support for academic intervention
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Additional personnel support for academic intervention
- Summer learning programs

You will see that these suggestions are reflective in the plan we developed.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

### **Provide the public the opportunity to provide input and take such input into account**



The engagement of meaningful Consultation with our Stakeholders is reflected in the documentation through surveys, focus groups, individual meetings, town halls, board meeting minutes, site council agendas, Lions Club agendas, Rotary Club agendas and beyond.

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups also including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- The ESSER process has put a tremendous amount of strain on all of our systems. Weekly meetings with our Health Department to discuss Strategy and collaboration.
- Weekly meetings with the USD 333 Administrative Team.
- Weekly meetings with the Board President and Vice President
- Monthly Meetings with the full Board of Education
- Monthly conversations with K-6 and 7-12 site councils respectively.
- 8 Community dialogue meetings have taken place throughout the 2 Year Pandemic June of 2020 through November of 2021. Agenda's available.
- 9 Town Hall meetings took place from June of 2020 through November of 2021. Agenda's and Powerpoints are available.
- Our Survey went out on Facebook to all of our patrons at this link.  
<https://forms.gle/CZViEwGoDnmTubLZ6>

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

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**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Covid-19 has had an unfortunate impact on all levels of our 1126 students across USD 333 Concordia. Both immediate with direct impacts on learning and the indirect learning impacts we are seeing now in the spring of 2022. Social emotional challenges across our district with our students in addition to our families have created gaps in our programs. More divorces, higher rates of domestic issues are being seen by our law enforcement, and student behavior has been an excruciating challenge for our staff, who are themselves worn down by the same fears, anxiety, and cultural unrest. The disproportionate impacts certainly reveal challenges in our special education area in addition to our students in poverty. Our ELL students have seen impacts, although our ELL population in Concordia is limited. Our foster students were significantly impacted as well due to the unfortunate reality that we have a DCF and TFI service provider in our community. Our data by the numbers reveals as of the time of this narrative that our students of poverty are at 578 to be broken down with 158 in our Pre-K 4 building, 96 in our 5-6 building and another 224 in our 7-12 building. We have incurred significant costs as all districts have, but specific costs to our staff for extra time and energy to rewrite IEP requirements to meet the needs of our students through numerous quarantines in addition to traveling into homes to provide services. The impacts were disproportionate with our students with exceptionalities because the socialization aspect of our educational settings play such a pivotal role on student development. 151 students in USD 333 are served with special education services. Our data by the numbers reveals that 65 students with exceptionalities are served in our PreK-4 building, while 20 students with exceptionalities are served in our middle school that serve grades 5-6. USD 333 serves 66 students with exceptionalities at Concordia Jr/Sr High School in grades 7-12. Additional nursing support was required to assist students of all populations in addition to math support, science support, and the enormous substitute teacher shortage. These specific challenges are expensive and continue to be expensive as we work to address the enormous learning loss illustrated by our lead measures in our quantitative testing protocol. Data revealed in our family engagement surveys and our Kansas Communities that Care surveys illustrate the social emotional qualitative disconnect our community is enduring. Additional staff have been hired to help spread students out throughout our buildings in smaller class sizes. Additional technology was purchased to send home with students to provide asynchronous learning with sick and quarantined students. USD 333 continually works to align our curriculum with teacher involvement in curriculum inventory and consistency between teachers within buildings. Additional summer school support, summer professional development and systemwide horizontal alignment and vertical alignment strategies are positioned with state standards. Grade level teaming and content level teaming collaboration times determine gaps and/or redundancies and facilitate instructional approaches and adjustments to instruction. USD 333 utilizes a variety of measurement tools including Preschool and Kindergarten ASQ screeners, Aimsweb, State Assessments, and the ACT suite. Aimsweb is used as a universal screener and progress monitoring tool throughout our K-8 grade levels. State Assessments and local assessments provide further results for the triangulation of data. These measures support the validity of our analysis to help drive conversations regarding continual improvement. Unfortunately, NWEA MAP was discontinued due to 2015 school finance cuts. A number of other variables have impacted our monitoring and assessment programs in grades 7-12 including interruption of local assessment during covid; however, we are continuing to look for a solid progress monitoring tool, with the possibility of incorporating NWEA MAP back into our testing rotation in addition to our Fastbridge screening now that we are back in session in person. Despite the large testing footprint required for state regulations, our focus is to provide meaningful data to help drive instruction and student improvement.

**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)**

Through the utilization of both the data we collected from our stakeholder engagement surveys and focus groups and a thorough review of our student performance data, we have identified the following evidence based practices to implement that utilize a minimum of 20% of our ESSER III funds:

The following text highlights each of these strategies including an explanation of each strategy and a link to the research/evidence that supports this strategy: There are significant discrepancies in each individuals respective 3 year projected salary as two of these outstanding educators were interviewed and selected to serve in this role but have less experience on our salary schedule than our Science applicant.

1. Employment of Math and Science Instructional Coaches with 3 year commitment
2. Employment of an At-Risk Interventionist with a focus on career development through Career and Technical Education 3 Year Commitment
3. Employment of an additional Elementary Educator as an instructional coach with a 3 year Commitment to provide more

individualized guided instructional practices to our elementary students.

Please note the links below for our sources of research based evidence and peer review.

Program/Strategy - Math Instructional Coaching with a 3 year Salary and Benefit Commitment.

Description - Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This initiative supports improved student learning in addition to supporting teacher professional learning specifically targeted to addressing learning loss

Link to the Evidence - [https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel\\_123.asp](https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp)

<https://eric.ed.gov/?id=EJ1151178>

[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)

Budget Requested - \$190,000

Program/Strategy - Science Instructional Coaching 3 year Salary and Benefit Commitment

Description - Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This initiative supports improved student learning in addition to supporting teacher professional learning specifically targeted to addressing learning loss

Link to Evidence - <https://eric.ed.gov/?id=EJ1206311>

<https://eric.ed.gov/?id=EJ1151178>

[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)

Budget Requested - \$155,000

Program/Strategy - Elementary Instructional Coaching 3 year Salary and Benefit Commitment

Description - Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This initiative supports improved student learning in addition to supporting teacher professional learning specifically targeted to addressing learning loss

Link to Evidence - [https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel\\_123.asp](https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp)

<https://eric.ed.gov/?id=EJ1151178>

[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)

Budget Requested - \$153,000

In addition to these specific terms tied to research based strategies to the required 20% of the allocation. USD 333 is committed to promoting, supporting and implementing effective instructional strategies, activities, and innovations throughout the Pandemic and beyond. Fiscal resources have been proposed to provide professional learning opportunities to help bridge the gap in learning loss through coaching and teacher support. Coaching methods include "Adaptive Schools" by Dr. Kelly Gillespie, and Randy Sprick and Safe and Civil School Strategies with Anita Archer and Explicit Instruction. The budget proposals of \$190,000 for math personnel + \$155,000 for Science personnel + \$153,000 for elementary totals

\$498,000 of allocation from the 1.5 million distributed to USD 333 of ESSER III funding. The proposed allocations far exceed the 20% requirement as  $\$498,000/\$1,556,299 = .319$  or 32%.

I really need KSDE to support this process as we are fighting hard for our students. Tiered interventions with our staff are working and we need to support these coaching investments. Ladies and Gentlement of KSDE, you are asking for so much detail in this application that we are spending hours and days trying to defend our work. The bottom line on instructional coaches is to improve instruction for all learners. You are asking for which tier we are impacting. We know that we cannot possibly intervention our way out of poor core instruction. Therefore these interventions are certainly set up to assist in learning loss of our most deficient students with an emphasis on core instruction and engagment, but all students suffered during the pandemic not just our Tier 3 students. Our focus on Tier 1 core instruction also benefits our Tier 2 nad Tier 3 students as well.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 333 is committed to spend the remaining ARP ESSER Funds consistent with Section 2001(e)(2) of the ARP act. While the district has committed the required 20% allocation to address learning loss through additional staffing and content specific intervention and support as listed above, the learning loss to our students is significant to a majority of our population at the 55% At-Risk student demographic.

USD 333 works diligently with these ESSER III resources to provide a standard aligned curriculum for students in all grades. The resources allocated on our expenditure plans for curriculum and online curriculum address a number of challenges incurred throughout the pandemic and now beyond as we recover and address learning loss. These district-wide curricular resources proposed with ESSER III funding, provide online components to serve students and intervention consumable resources that are tailored to our most impacted populations of at-risk students, while also providing enrichment to our remaining student populations. Our district experienced learning loss during the spring of 2020 but has been committed to In-Person instruction over the past 2 years. There is still loss of instruction as some students and staff have been limited in attendance due to sickness and quarantine, but in general our programs have offered consistent instruction throughout the 20-21 and 21-22 school years. The curricular resources proposed are a critical component of our position to address learning loss and directed at our most vulnerable populations.

Extensive work and extra overtime for our custodial staff has paid dividends in keeping our students in school over the past 2 years and we are committed to that part of our mitigation strategy as we progress into the 22-23 school year and our 23-24 school year in addition to extra costs in custodial supplies addressed in our ESSER III expenditure plan.

We have committed to summer school expenses for the 21-22, 22-23, and 23-24 through the ESSER III program. Our summer school program for 20-21 had some significant success this past year and we are excited to expand on some additional services specific to our secondary building and the proposals you see in this plan are specific to learning loss for our respective populations in our K-4 building, our 5-6 building, and our 7-12 building for school years 21-22, 22-23, and 23-24.

The social emotional impact of the Pandemic has really hit our community hard, not only within our student populations, but also with the families and households our students reside in. The establishment of a social worker this year within our district has been and continues to be tremendous asset so we are committing ESSER funding to this program for the 21-22, 22-23, and 23-24 school years to address learning loss in addition to family engagement with our most significant vulnerable populations of at-risk students.

Additionally, USD 333 has committed ESSER III funding to fill a full time substitute teacher position for the 21-22, 22-23, and 23-24 school year. We consistently struggle finding substitutes as many of our retirees stepped back from subbing during the Pandemic due to fears of contracting the virus and simply haven't returned and do not intend to return. A full time sub in our district is one of our best assets to have committed staff members in the building familiar with our culture and is a quick solution to an ever-increasing problem with our staff shortages.

USD 333 committed to additional staffing in our secondary building with project based strategies. We have some students that were in desperate need of engagement to get them to return to school following the closure of schools and not drop out. We hired an outstanding technical education teacher that has built relationships with students through work study, small engine repair, welding, and community engagement that has saved more than 6 seniors this year and we have 7 juniors that are also still in school and on track for graduation credits due to this diligent leadership of Mr. Hyman. Mr Hyman played a significant role in engaging these students with contact at home and building relationships to encourage them to work through their HS credits in the classroom so they could return to his classrooms to work on their respective projects. We have committed ESSER proposal dollars in this application for his salary this year for the 21-22 school year, in addition to the 22-23, and 23-24 school years.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 333 is committed to promoting, supporting and implementing effective instructional strategies, activities, and

innovations throughout the Pandemic and beyond. Fiscal resources have been proposed to provide professional learning opportunities to help bridge the gap in learning loss. Professional Development is provided to meet state requirements, district and building needs, as well as individual goals for both certified and classified staff members. Classified staff are encouraged to attend any certified staff training and are compensated. This ensures educational continuity throughout our district. Professional development time is protected through the school year; however, individuals are also encouraged to pursue development opportunities outside of consortium and district goals. A system has been developed to allow these individuals to share their expertise with colleagues which directly impacts student learning. Educational Consortia, including Greenbush and Smoky Hill, house our Professional Development plans and provide needed support and training. USD 333 celebrates providing training and support for staff members to help them gain the knowledge and skills needed to impact student learning during the Pandemic with ESSER I and II funds and now beyond the Pandemic with ESSER III. All employees new to teaching and administration participate in the state approved and required mentor program through the district, Greenbush and Kansas Educational Leaders Institute (KELI). First year teachers, as well as those new to the district, are matched with a mentor. All new teachers have a separate day of orientation at the beginning of the year. Time, resources, and support are given to both mentor and mentee to observe each other as well as other classrooms. Some of the specific issues related to covid are covered regarding asynchronous learning and dealing with difficult parents and dealing with significant behaviors from students. Technology coaching has been incorporated over the past three years, while instructional coaching is provided through LCNCK. In addition, 3Di professional development has been implemented this year for all coaches and activity sponsors. Training and support is given to all staff, including teachers, paraeducators, and other classified staff. Covid has created a void in all professions but especially that of the educational field. The rural nature of Concordia exacerbates the already daunting task of teacher and staff recruitment. USD 333 is committed to hiring qualified employees who will support and strengthen our organization's mission and goals. Competitive wages are offered for both classified and certified staff, and opportunities for supplemental duties are available. Administrators use various venues to attract qualified applicants. They also advocate for ideal student:staff ratios to provide the most advantageous learning environments for our students.

Technology integration continues to be at the forefront of USD 333. Infrastructure updates, purchasing rotations, and the progressive adoption of new applications have been essential to our district specific to the pandemic. In 2020, a new position was created for a Technology Integration Coach who has been an indispensable asset for our teachers as they navigate technology for their classrooms and while teaching remote students. We have a K-6 certified teacher who specializes in technology integration and platforms with our students. By having an established technology platform in place, USD 333 was able to successfully implement 1:1 Chromebooks for all students when the COVID pandemic closed schools in March 2020 and utilizing ESSER funding has allowed us the opportunity to maintain devices and purchase new devices that were previously in carts for our 1 to 1 initiative..

USD 333 works diligently with these ESSER III resources to provide a standard aligned curriculum for students in all grades. Programs are selected based on multiple factors including a focus on standards, identified local needs, and staff feedback. Need-specific programs are offered to support student learning and equip our teachers with the skills necessary to implement their usage. Resources utilized in the learning environment include, but are not limited to, PowerSchool, Seesaw, Google Classroom, and various applications. Accessibility is provided to all learners through a single sign-on program (SSO) for a majority of these resources.

Much of the challenges related to the pandemic also impact the maintenance of long-range plans for educational needs, finances, technology, facilities, and transportation. Stakeholder feedback and input is received through various avenues including, but not limited to, Community Facility Group, Site Councils, Teacher and Student Leadership groups, and Parent Organizations. Superintendent Breese is an active advocate for our district and works with local and state leaders to determine financial allocations, community projections, and other related influential factors. District resources are effectively managed and allocated based on internal data and changes in external factors. The mission of USD 333 is at the forefront as key resources are identified and provided for our staff and students. USD 333 identifies and prioritizes our needs based on stakeholder input. Our primary focus centers around the goals of the district which includes safety, student growth, and development. Resources are allocated, adjusted based on needs, and protected, while still maintaining fiscal responsibility. We are committed to making our system as effective and efficient as possible. USD 333 will ensure that the Interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP act to address the academic impact of lost instructional time, will respond to the academic, social emotional and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with exceptionalities, students experiencing homelessness, children in foster care, and migratory students, by continuing to monitor progress. This progress will continue to be monitored through online curricular resources, Fastbridge assessment screeners, and interim district assessments for lead measurement, in addition to state assessment data for our lagging indicators. Continued use of the Family Engagement surveys will provide horizontal data from previous years in addition to our KCTC (Kansas Communities that care) surveys for a qualitative measure

of our progress as a district that aligns to our district accreditation.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,556,299	\$0	\$1,556,299	ESSER III Allocations	\$311,260
Approved Total	\$1,505,108	\$0	\$1,505,108	Approved Total	\$623,787
Amount Left	\$51,191	\$0	\$51,191	Amount Still Needed	\$0
In Review Total	\$51,191	\$0	\$51,191	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
333-3-0030	Direct	False	2100	110	1A	\$51,191	Task Force Review
333-3-0001	Direct	True	1000	644	12	\$319,541	Approved
333-3-0002	Direct	True	1000	110	11A	\$70,500	Approved
333-3-0003	Direct	True	1000	120	11A	\$42,000	Approved
333-3-0004	Direct	True	1000	221	11A	\$8,850	Approved
333-3-0005	Direct	True	1000	260	11A	\$150	Approved
333-3-0006	Direct	True	1000	610	11A	\$17,100	Approved
333-3-0007	Direct	True	2700	120	11A	\$4,800	Approved
333-3-0008	Direct	True	2700	221	11A	\$450	Approved
333-3-0009	Direct	True	2700	260	11A	\$150	Approved
333-3-0010	Direct	True	2700	290	11A	\$300	Approved
333-3-0011	Direct	True	2700	519	11A	\$4,800	Approved
333-3-0012	Direct	False	2110	110	10	\$83,636	Approved
333-3-0013	Direct	False	2110	200	10	\$18,300	Approved
333-3-0014	Direct	False	2110	221	10	\$5,500	Approved
333-3-0015	Direct	False	2110	260	10	\$100	Approved
333-3-0016	Direct	False	2100	610	7	\$12,000	Approved
333-3-0017	Direct	False	2620	126	16	\$60,000	Approved
333-3-0018	Direct	False	1000	110	1A	\$273,036	Approved
333-3-0019	Direct	False	1000	200	1A	\$46,951	Approved
333-3-0020	Direct	False	1000	221	1A	\$19,388	Approved
333-3-0021	Direct	False	1000	260	1A	\$271	Approved
333-3-0022	Direct	True	1000	110	12	\$125,017	Approved
333-3-0023	Direct	True	1000	200	12	\$20,571	Approved
333-3-0024	Direct	True	1000	221	12	\$9,433	Approved
333-3-0025	Direct	True	1000	260	12	\$125	Approved
333-3-0026	Direct	False	1000	110	16	\$294,892	Approved
333-3-0027	Direct	False	1000	200	16	\$46,457	Approved
333-3-0028	Direct	False	1000	221	16	\$20,499	Approved
333-3-0029	Direct	False	1000	260	16	\$291	Approved



## Line Item Details

Line Item ID: 333-3-0030

**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-GUIDANCE PERSONNEL

**Account Number**

67 E 2120 110 1000 000

**Function Code**

2100 - Support Services (Students)

**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**

After COVID, our Guidance and Social Worker staff has been spending most of their time helping those students with social and emotional needs. It became apparent that we needed more staff to help address those students' needs. Our current Guidance and Social Worker staff up until this year has been all female. We felt that by adding a male staff member, we would be able to reach a number of students that possibly did not connect as well with our female staff.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$51,191

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$51,191

**Status**

Task Force Review

Line Item ID: 333-3-0001

**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**

Curriculum

**Account Number**

67 E 1000 644 8003 000

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reimbursement for reading, social studies and math curriculum including Eureka online math. Also for Fastbridge Testing Platform software. These curricula will be used to help bridge the gaps we are seeing in not only our most vulnerable populations but our remaining students as well. The testing software will help us to assess those gaps and how to address them. The school shut down in March 2020, as well as increased absenteeism due to Covid-19 illnesses and quarantines have contributed to these gaps and learning loss.

August 10 of 2021 we worked to adopt Grade 2 Social Studies for \$9,888.00 through Houghton Mifflin. Grades 3-12 were adopted in previous years, but we feel strongly that we are unable to "intervention" our way out of poor core instruction. This is the reason that this expense is necessary for learning loss for grade 2 to facilitate building back our programs to align our curriculum. This expense would not have been allocated without ESSER III availability to address learning loss from the Covid Pandemic.

Early August also paved the way as our district leadership team met with our accreditation team in regards to some frightful data in Reading and ELA. Early August decisions were executed and \$166,526.80 was allocated for supporting our teachers through a vertically and horizontally aligned curriculum adoption that reached beyond intervention but focused on core reading instruction. This purchase was intentional regarding the proper use of ESSER III funding for allowable expenditures and focused on our significant needs of 7-12 students. Concordia's Free and Reduced percentage is sitting at 52.30% comparatively above the state average of 47.12% while our ELA performance is well below the state average sitting at 32.98% with the state average at 36.58%. Once again our needs are great with some significant deficiencies. The combination of summer meetings and summer work from both students and staff helped facilitate this adoption of the Reading Curriculum that is aligned to our state standards. Again, rather than trying to intervention our way out of the gaps created by the Pandemic, we are addressing learning loss in reading to our most significant populations, while aligning our curricular needs for our staff to better serve all populations. This population also includes the 16.21 % of our district identified with exceptionalities which is again above the state average of 15.68%. This particular curriculum was adopted as a resource specific to the Covid-19 pandemic and will help lead and facilitate growth in not only our state testing matrix and local assessments but have a significant impact on our average ACT score that also slipped during the pandemic below the state average. USD 333 has an average ACT composite of 18.4 while the state average is sitting at 20.4.

Early September provided much needed focus and collaboration and an additional reading curriculum was purchased at the cost of \$94,325 specific to the needs of our K-4 students and their respective needs in relation to learning loss, where we had purchased the 7-12 curriculum one month prior. We were not ready to commit as a district to the K-4 portion initially but began seeing significant results in only a month's time with this particular Harcourt product from Houghton Mifflin. Once again this purchase would not have taken place if we wouldn't have seen the tremendous gains and effectiveness from our colleagues in the secondary building. This particular purchase was needed to meet the needs of our students this year and checked all the boxes to address our learning loss that took place March 2020 through today. KSDE has placed a focus on reading and this curricular investment of ESSER III funding is critical in the alignment of our goals and reaching the needs of all learners in the Concordia school system.

USD 333's district math data is nearly the worst in the state compared to some of our like sized districts. Again, our Free and Reduced percentage is at 52.30% above the state average at 47.12%. Our district math data reveals that we have 24.56% of our students at level 3 or 4 compared to the state rate with 32.64% reaching levels 3 and 4. \$27,090.96 were allocated specifically with intended ESSER III dollars for the purchase of Great Minds math consumables for grades K-10. Math materials for Pre-Algebra and Algebra 1 were also included in this expenditure and the digital licenses for the student and teachers. The digital portion of Great Minds of this curriculum provides consistency during the pandemic for our students to continue in sequence with their peers while either sick or in quarantine. Nothing is more detrimental to a teacher than having 3-4 students of a class of 20 that are willing to learn but unable to attend due to lack of materials and ability to be at school due to a family quarantine. This is specific to a learning loss initiative and appropriate for ESSER III funding to help both student and teacher remain caught up and consistent as students and teachers at any given time may be removed from in person classroom instruction for 2 or more weeks. By mid October of 2021, we focused some additional training on the curriculum, and some additional math materials were purchased specifically with the intention of ESSER III funding for some of our lower level learners in our MTSS levels including some large gaps in 7th grade math for an additional \$3,194.78 from Great Minds PBC.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$319,541

<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$319,541</u>

<b>Status</b> Approved
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**Line Item Comment from KSDE**

Clarification: This item lists several expenditures (different curriculum disciplines, testing/monitoring platforms, etc.). Fastbridge is allowable based on your COVID-19 and learning loss rationale. Please itemize the other items to be purchased and provide the COVID/learning loss connection for the requested curriculum materials that are beyond the general need for curriculum materials.

Line Item ID: 333-3-0002

<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>
Certified Summer Wages	67 E 1000 110 8003 000

<b>Function Code</b>	<b>Object Code</b>	<b>Allowable Use</b>
1000 - Instruction	110 - Regular Certified Salaries	11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Expenses are to pay certified wages for K-6 plus Jr/Sr High summer school for approximately 7 certified teachers at \$25.00/hr plus a program coordinator for 20 days of classes to benefit students with learning loss/not at grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$23,500
<b>Budgeted Expenditures in SFY 2023</b>	\$23,500
<b>Budgeted Expenditures in SFY 2024</b>	\$23,500
<b>Total Expenditures</b>	<u>\$70,500</u>

<b>Status</b> Approved
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Line Item ID: 333-3-0003

**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**

Para/Classified Summer Wages

**Account Number**

67 E 1000 120 8003 000

**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**

Expenses are to pay classified wages for K-6 plus Jr/Sr High summer school for approximately 6 paras at \$20.00/hr plus one para/secretary for 20 days of classes to benefit students with learning loss/not at grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,000
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	<u>\$42,000</u>

**Status**

Approved

Line Item ID: 333-3-0004

**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**

FICA/Med-Instructional Summer

**Account Number**

67 E 1000 221 8003 000

**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/Medicare taxes on certified & classified instructional staff for 20 days of summer school classes to benefit students with learning loss/not at grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,950
<b>Budgeted Expenditures in SFY 2023</b>	\$2,950
<b>Budgeted Expenditures in SFY 2024</b>	\$2,950
<b>Total Expenditures</b>	<u>\$8,850</u>

**Status**

Approved

Line Item ID: 333-3-0005

**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**Unemployment Tax-Instructional  
Summer**Account Number**

67 E 1000 250 8003 000

**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 taxes on certified and classified instructional wages for 20 days of summer school for students with learning loss/not at grade level

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$150</u>

**Status**

Approved

Line Item ID: 333-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Supplies

**Account Number**

67 E 1000 610 8003 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Basic supplies/curriculum and field trips/summer fun for 20 days of summer school for students with learning loss/not at grade level.

The "summer fun" expenses that we are referring to, would help keep the students who have been identified with learning loss and are attending summer school, interested and encouraged to attend during the early days of summer when school is the last thing they are wanting to do. These students desperately need the summer instructional support and keeping them interested and attending, at a time when their friends may be out relaxing and having fun, is crucial. These expenses would be for programs such as the Rolling Hills Zoo traveling zoo presentation, Kansas Cosmosphere presentation, and painting and art activities from the local art studio. These types of activities would provide learning opportunities in a fun atmosphere. By encouraging social interaction, this in turn, could also aid in addressing some of the social and emotional needs of the students that we have seen post COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,700
<b>Budgeted Expenditures in SFY 2023</b>	\$5,700
<b>Budgeted Expenditures in SFY 2024</b>	\$5,700
<b>Total Expenditures</b>	<u>\$17,100</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable/Reasonable: Please provide additional information describing "summer fun" as it relates to learning loss due to COVID-19.

4/5/2022: Allowable - The movie expenditure is deemed ineligible due to the reward versus an educational value to meet learning loss. Please amend this expenditure by removing the costs associated and re-submit.

Line Item ID: 333-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Transportation Wages

**Account Number**

67 E 2720 120 8003 000

**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**

Transportation wages for 20 days of summer school classes including field trips

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,600**Budgeted Expenditures in SFY 2023** \$1,600**Budgeted Expenditures in SFY 2024** \$1,600**Total Expenditures** \$4,800**Status**

Approved

Line Item ID: 333-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Transportation-FICA/MED

**Account Number**

67 E 2720 221 8003 000

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FICA/Medicare taxes on transportation wages for 20 days of summer school for students with learning loss/not at grade level.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$150**Budgeted Expenditures in SFY 2023** \$150**Budgeted Expenditures in SFY 2024** \$150**Total Expenditures** \$450**Status**

Approved

Line Item ID: 333-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Transportation Unemployment Taxes

**Account Number**

67 E 2720 250 8003 000

**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 taxes on transportation wages for 20 days of summer school for students with learning loss/not at grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$150</u>

**Status**

Approved

Line Item ID: 333-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer transportation other benefits

**Account Number**

67 E 2720 290 8003 000

**Function Code**

2700 - Student Transportation Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Bus driver other benefits-KPERS working after retirement penalty for transportation for summer school for students with learning loss/not at grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100
<b>Budgeted Expenditures in SFY 2023</b>	\$100
<b>Budgeted Expenditures in SFY 2024</b>	\$100
<b>Total Expenditures</b>	<u>\$300</u>

**Status**

Approved

Line Item ID: 333-3-0011



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Mileage

**Account Number**

67 E 2720 519 8003 000

**Function Code**

2700 - Student Transportation Services

**Object Code**

519 - Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transportation)

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Estimated mileage costs at \$1.00/mile for 20 days of summer school including field trips for students with learning loss/not at grade level.

The mileage fee of \$1.00/mile is in lieu of the fuel and other transportation expenses of district owned school buses during the summer school session. Not simply a mileage reimbursement to someone. It would not be paid to individuals, parents or staff. It would be to reimburse USD 333 for the use of and added expenses of the district buses attributed to transporting summer school students.

4/13 Yes. This would be and has been the rate we charge out of district organizations for use of our district owned vehicles. It was determined and used for the past several years when we had a KRR summer program that needed to transport students. It took into consideration the price of fuel at that time and the fact that school buses only get an average of 5-6 mpg. With the rising costs of diesel in the past few months, if we recalculated the rate now it would be higher than \$1.00/mile. This is not for personal vehicles such as vans and suburbans with the state rate of 56 cents/mile. It is for full size school buses.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,600
<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
<b>Budgeted Expenditures in SFY 2024</b>	\$1,600
<b>Total Expenditures</b>	<u>\$4,800</u>

**Status**

Approved

**Line Item Comment from KSDE**

Reasonable: The reimbursement rate of \$1.00/mile does not meet the state mileage rate. Please amend the rate per mile. Provide additional information on who will be receiving this reimbursement (parent, staff or other personnel).

4/5/2022: Requirements state that spending request align to the established means of reimbursement. Is this the way you determine the typical transportation costs at a rate of \$1.00 per mile?

Line Item ID: 333-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Worker Salaries

**Account Number**

67 E 2110 110 8003 000

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Salary expenses to continue the social worker position created in our schools under ESSER II funding to help provide social & emotional support to our students, especially during this pandemic and disconnection. This has been especially helpful to our most vulnerable students including our low-income, foster and otherwise at-risk students. Her presence and availability has also had a positive impact on all of our remaining students as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$41,200
<b>Budgeted Expenditures in SFY 2024</b>	\$42,436
<b>Total Expenditures</b>	<u>\$83,636</u>

**Status**

Approved

Line Item ID: 333-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Worker Fringe

**Account Number**

67 E 2110 200 8003 000

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fringe expenses to continue the social worker position created in our schools under ESSER II funding to help provide social & emotional support to our students, especially during this pandemic and disconnection. This has been especially helpful to our most vulnerable students including our low-income, foster and otherwise at-risk students. Her presence and availability has also had a positive impact on all of our remaining students as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$9,300
<b>Total Expenditures</b>	<u>\$18,300</u>

**Status**

Approved

Line Item ID: 333-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Worker FICA/MED

**Account Number**

67 E 2110 221 8003 000

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FICA/Medicare tax expenses to continue the social worker position created in our schools under ESSER II funding to help provide social & emotional support to our students, especially during this pandemic and disconnection. This has been especially helpful to our most vulnerable students including our low-income, foster and otherwise at-risk students. Her presence and availability has also had a positive impact on all of our remaining students as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,700
<b>Budgeted Expenditures in SFY 2024</b>	\$2,800
<b>Total Expenditures</b>	\$5,500

**Status**

Approved

Line Item ID: 333-3-0015

**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**

Social Worker Unemployment Taxes

**Account Number**

67 E 2110 250 8003 000

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax expenses to continue the social worker position created in our schools under ESSER II funding to help provide social & emotional support to our students, especially during this pandemic and disconnection. This has been especially helpful to our most vulnerable students including our low-income, foster and otherwise at-risk students. Her presence and availability has also had a positive impact on all of our remaining students as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	\$100

**Status**

Approved

Line Item ID: 333-3-0016

**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**

COVID PPE &amp; Supplies

**Account Number**

67 E 2100 610 8003 000

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase PPE and cleaning supplies to address the spread of the COVID-19 virus

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,000**Budgeted Expenditures in SFY 2023** \$4,000**Budgeted Expenditures in SFY 2024** \$4,000**Total Expenditures** \$12,000**Status**

Approved

Line Item ID: 333-3-0017

**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**

Custodial Overtime Wages

**Account Number**

67 E 2620 126 8003 000

**Function Code**

2620 - Maintenance of Buildings

**Object Code**

126 - Overtime Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Custodial overtime due to extra time spent to clean and sanitize to combat the spread of the COVID-19 virus.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$20,000**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$60,000**Status**

Approved

Line Item ID: 333-3-0018

**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**

Teacher Salaries

**Account Number**

67 E 1001 110 8003 000

**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**

Salaries for one additional elementary teacher to lower class size and for one high school science teacher to not only lower class size but help bridge the gaps we are seeing in assessments by breaking down the classrooms into ability grouping content areas within our MTSS programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$89,820
<b>Budgeted Expenditures in SFY 2023</b>	\$90,700
<b>Budgeted Expenditures in SFY 2024</b>	\$92,516
<b>Total Expenditures</b>	<u>\$273,036</u>

**Status**

Approved

Line Item ID: 333-3-0019

**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**

Teacher Fringe

**Account Number**

67 E 1001 200 8003 000

**Function Code**

1000 - Instruction

**Object Code**

200 - 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**

Fringe benefits for two teaching positions. One additional elementary teacher to lower class size additional elementary and for one high school science teacher to not only lower class size but help bridge the gaps we are seeing in assessments by breaking down the classrooms into ability grouping content areas within our MTSS programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,675
<b>Budgeted Expenditures in SFY 2023</b>	\$15,483
<b>Budgeted Expenditures in SFY 2024</b>	\$15,793
<b>Total Expenditures</b>	<u>\$46,951</u>

**Status**

Approved

Line Item ID: 333-3-0020

**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**

Teacher FICA/Medicare

**Account Number**

67 E 1001 221 8003 000

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FICA/Medicare taxes for two teaching positions. One additional elementary teacher to lower class size additional elementary and for one high school science teacher to not only lower class size but help bridge the gaps we are seeing in assessments by breaking down the classrooms into ability grouping content areas within our MTSS programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,338
<b>Budgeted Expenditures in SFY 2023</b>	\$6,465
<b>Budgeted Expenditures in SFY 2024</b>	\$6,585
<b>Total Expenditures</b>	<u>\$19,388</u>

**Status**

Approved

Line Item ID: 333-3-0021

**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 Unemployment Tax

**Account Number**

67 E 1001 250 8003 000

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment taxes for two teaching positions. One additional elementary teacher to lower class size additional elementary and for one high school science teacher to not only lower class size but help bridge the gaps we are seeing in assessments by breaking down the classrooms into ability grouping content areas within our MTSS programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$87
<b>Budgeted Expenditures in SFY 2023</b>	\$91
<b>Budgeted Expenditures in SFY 2024</b>	\$93
<b>Total Expenditures</b>	<u>\$271</u>

**Status**

Approved

Line Item ID: 333-3-0022

**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**

Teacher Salaries

**Account Number**

67 E 1001 110 8003 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**

Teacher salary for one high school math teacher to address learning loss in math and help bridge those gaps.

This was for a new hire/new position math interventionist to help bridge the gaps with learning loss due to COVID-19 in our high school and lead MTSS small group instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40,850
<b>Budgeted Expenditures in SFY 2023</b>	\$41,667
<b>Budgeted Expenditures in SFY 2024</b>	\$42,500
<b>Total Expenditures</b>	<u>\$125,017</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable: Please provide additional information if this is a "new" position added due to COVID-19 or the cost of an existing position.

Line Item ID: 333-3-0023

**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**

Teacher Fringe

**Account Number**

67 E 1001 200 8003 000

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fringe benefits for one high school math teacher to address learning loss in math and help bridge those gaps.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,722**Budgeted Expenditures in SFY 2023** \$6,856**Budgeted Expenditures in SFY 2024** \$6,993**Total Expenditures** \$20,571**Status**

Approved

**Line Item Comment from KSDE**

This expenditure will be approved as it relates to the initial request (related to 333-3-0022).

Line Item ID: 333-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher FICA/Medicare

**Account Number**

67 E 1001 221 8003 000

**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/Medicare taxes for one high school math teacher to address learning loss in math and help bridge those gaps.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,082**Budgeted Expenditures in SFY 2023** \$3,144**Budgeted Expenditures in SFY 2024** \$3,207**Total Expenditures** \$9,433**Status**

Approved

**Line Item Comment from KSDE**

This expenditure will be approved as it relates to the initial request (related to 333-3-0022).

Line Item ID: 333-3-0025



**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**

Teacher Unemployment Taxes

**Account Number**

67 E 1001 250 8003 000

**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 taxes for one high school math teacher to address learning loss in math and help bridge those gaps.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$40**Budgeted Expenditures in SFY 2023** \$42**Budgeted Expenditures in SFY 2024** \$43**Total Expenditures** \$125**Status**

Approved

**Line Item Comment from KSDE**

This expenditure will be approved as it relates to the initial request (related to 333-3-0022).

Line Item ID: 333-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries

**Account Number**

67 E 1001 110 8003 000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teacher salary for one full time substitute teacher to help alleviate the significant staffing shortage we are experiencing with staff members sick or in quarantine due to COVID-19, as well as the lack of existing subs who are willing to serve during the pandemic due to health risk factors.

Also, for one teacher salary in our vocational electives, specifically metal shop to help keep some of our at-risk and most vulnerable students in school. The school shut down and remote learning in our rural community left some of those students in the most vulnerable populations more at-risk of dropping out and not able to see the value in continuing their high school education. Adding meaningful electives to draw them back and keep them attracted to and involved in school is a priority.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$97,704
<b>Budgeted Expenditures in SFY 2023</b>	\$97,618
<b>Budgeted Expenditures in SFY 2024</b>	\$99,570
<b>Total Expenditures</b>	<u>\$294,892</u>

**Status**

Approved

Line Item ID: 333-3-0027

**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**

Teacher Fringe

**Account Number**

67 E 1000 200 8003 000

**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**

Teacher fringe for one full time substitute teacher to help alleviate the significant staffing shortage we are experiencing with staff members sick or in quarantine due to COVID-19, as well as the lack of existing subs who are willing to serve during the pandemic due to health risk factors.

Also, for one teacher fringe in our vocational electives, specifically metal shop to help keep some of our at-risk and most vulnerable students in school. The school shut down and remote learning in our rural community left some of those students in the most vulnerable populations more at-risk of dropping out and not able to see the value in continuing their high school education. Adding meaningful electives to draw them back and keep them attracted to and involved in school is a priority.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,181
<b>Budgeted Expenditures in SFY 2023</b>	\$15,483
<b>Budgeted Expenditures in SFY 2024</b>	\$15,793
<b>Total Expenditures</b>	<u>\$46,457</u>

**Status**

Approved

Line Item ID: 333-3-0028

**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**

Teacher FICA/Medicare

**Account Number**

67 E 1000 221 8003 000

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teacher FICA/Medicare taxes for one full time substitute teacher to help alleviate the significant staffing shortage we are experiencing with staff members sick or in quarantine due to COVID-19, as well as the lack of existing subs who are willing to serve during the pandemic due to health risk factors.

Also, for one teacher FICA/Medicare taxes in our vocational electives, specifically metal shop to help keep some of our at-risk and most vulnerable students in school. The school shut down and remote learning in our rural community left some of those students in the most vulnerable populations more at-risk of dropping out and not able to see the value in continuing their high school education. Adding meaningful electives to draw them back and keep them attracted to and involved in school is a priority.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,800
<b>Budgeted Expenditures in SFY 2023</b>	\$6,781
<b>Budgeted Expenditures in SFY 2024</b>	\$6,918
<b>Total Expenditures</b>	<u>\$20,499</u>

**Status**

Approved

Line Item ID: 333-3-0029

**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**

Teacher Unemployment Taxes

**Account Number**

67 E 1001 250 8003 000

**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**

Teacher unemployment tax for one full time substitute teacher to help alleviate the significant staffing shortage we are experiencing with staff members sick or in quarantine due to COVID-19, as well as the lack of existing subs who are willing to serve during the pandemic due to health risk factors.

Also, for one teacher unemployment tax in our vocational electives, specifically metal shop to help keep some of our at-risk and most vulnerable students in school. The school shut down and remote learning in our rural community left some of those students in the most vulnerable populations more at-risk of dropping out and not able to see the value in continuing their high school education. Adding meaningful electives to draw them back and keep them attracted to and involved in school is a priority.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$93
<b>Budgeted Expenditures in SFY 2023</b>	\$98
<b>Budgeted Expenditures in SFY 2024</b>	\$100
<b>Total Expenditures</b>	\$291

**Status**

Approved

# ESSER III APPLICATION FOR D0379

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>
Clay County	807 Dexter, Clay Center, KS 674320040	PO Box 97, Clay Center, KS 674320097
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Brett Nelson	brettnelson@usd379.org	(785) 632-3176

## 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>
Andrea Gibson	Business Manager	andreagibson@usd379.org	(785) 632-3176

<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>
Brett Nelson	brettnelson@usd379.org

<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>
Jaclyn Pfizenmaier	jaclynpfizenmaier@usd379.org

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd379.org/o/usd-379/page/school-specific-plans-info>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

All ESSER I and ESSER II resources were used immediately over the past 19 months to mitigate the spread of the virus through the Covid-19 Pandemic including the extensive purchase of masks for our students and staff, expensive temperature scanners and logging technology, student and staff technology of macbooks, ipads and technology needs to work through both synchronous learning and asynchronous learning as well as cleaning materials for our Buses, Food Service, and Academic services.

The focal point of our ESSER III resources have been presented in this application to continue the great work of our staff to maintain in-person instruction as we have consistently throughout the 20-21 school year and so far the 21-22 school year. This has been done with direct and diligent leadership by our teachers and administrators with an outstanding implementation of our Test to Stay programs and mitigation strategies.

Our resources outlined in our ESSER III application are intended to have the most direct impact on our students along with a purposeful effort to recruit and retain staff members in order to facilitate, support and help fill in the tremendous gaps realized from the school shut down.

Our ESSER III budget includes a line item that adds up to date HVAC that will allow us to take a 35 year old boiler off line and add HVAC units that will bring in the appropriate amount of outside air into all learning spaces. Additionally, the addition of outdoor learning equipment that will allow our staff to take their students outside, socially distance and mitigate the spread of COVID-19.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan for our students, we conducted a survey and hosted focus groups with student leadership groups and student councils to determine their highest levels of need for pandemic related instruction and support. We also obtained feedback from our older students as it related to their loss of learning and our options for credit recovery and additional support. When our general ESSER survey went out, "students" was a category that could be selected as a group of representation and the data analyzed. Options for credit recovery and "extra help" to bring failing grades back that resulted from absences was their largest concern.

### Families

In developing our overall ESSER plan for our families, we have worked closely with our families in developing our ESSER III support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. We also engaged every building's site council groups for their feedback. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:  
53.8% expressed a desire for summer learning, credit recovery options and additional tutoring/instruction options.  
46% of stakeholders expressed interest in after school tutoring programs.  
46% of stakeholders expressed a desire for more professional development for teachers. You will see that these suggestions from parents are reflective in the plan we developed.

### School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district:  
53% of stakeholders expressed a focus on Summer Learning  
46% of stakeholders expressed interest in after school tutoring programs.  
46% of stakeholders expressed a desire for more professional development for teachers.  
You will see that this information plays a prominent role in our ESSER plan.

### Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

COVID-19 has put a tremendous amount of strain on all of our systems. Weekly meetings with our Health Department to discuss Strategy and collaboration.

Weekly meetings with the USD 379 Administrative Team.

Monthly Meetings with the full Board of Education.

Monthly site council meetings at all buildings.

Regular meetings with classified council and CCEA.

Regular meetings with our special education directors and co-op board.

Surveys that went out to the entire district, chamber of commerce, local advocacy clubs, site councils and state/national advocacy groups.

## **Tribes**

We sent out a survey that allowed participants to indicate which best describes them as well as which components they feel best represents them. We encouraged them to mark all that apply which helped to broaden the representation. We also sent the survey to the Absentee-Shawnee Tribe of Indians.

## **Civil Rights Organization including Disability Rights Organizations**

We sent out a survey that allowed participants to indicate which best describes them as well as which components they feel best represents them. We encouraged them to mark all that apply which helped to broaden the representation. We also sent the survey to the ACLU.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We sent out a survey that allowed participants to indicate which best describes them as well as which components they feel best represents them. We encouraged them to mark all that apply which helped to broaden the representation. We also engaged our Special Education Coop leaders, administrators and teachers. Our homeless liaison and foster care coordinator were also given an opportunity to provide feedback. Our homeless liaison and foster care coordinator had individual conversations with our homeless families. Our at-risk coordinator and building principals specifically engaged families with children who had excessive absences and/or had not yet returned to school.

## **Provide the public the opportunity to provide input and take such input into account**

We sent out a survey to parents, community members, chamber of commerce, site council's and economic development group. This allowed participants to indicate which best describes them as well as which components they feel best represents them. It was also discussed at multiple board meetings should patrons have questions or concerns related to the specific items discussed. The survey was also available on our website and social media. We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**



Our most recent data from the January 2022 KCTC survey reports the following: 37% of our high school students felt sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. 48% of our senior class reported this hopeless feeling as well. 24% of our middle school students have seriously thought about killing themselves, while 38% of high school students report this concern. Of the 18 details under the suicide thoughts, we have 11 of them over the stage average. With regard to making a plan about how you would kill yourself, 30% of our high school students indicated yes. Up from 25.2% in the previous two years. Our risk factors indicate an increase in participation from 2021 to 2022: low commitment to school, academic failure, favorable attitudes to antisocial behavior, parent favorable attitude to antisocial behavior, favorable attitudes to drugs, perceived availability of drugs, and peer drug use. In addition, 18% of our secondary students reported they have worried that their family will run out of food before they obtain more money (paycheck/payment, etc). 13% of our students report they have skipped meals because their family did not have money.

From August 2020 to April 1st, 2021 our students have a total of 3,341 days in quarantine (either because they were positive or they were in close contact). From August of 2021 to April of 2022 our students have a total of 4302.32 days in quarantine (either because of positive case or close contact).

Failing students at the middle school level is up from 1% to 7% comparing 19-20 to 20-21 school year. Our high schools are up from 10% to 17%. Up to 37% learning loss was demonstrated when comparing literacy/reading screening data from January 2020 to September 2020. Up to 20% learning loss was demonstrated when comparing math screening data from January 2020 to September 2020. We have made gains in the learning loss department, but have seen an increase in falling behind cohorts at our secondary level. We attribute this to not only learning loss but SEL needs.

Our panorama survey this year reports: Areas of concern were the same for both groups of students (3-5 and 6-12). With regard to emotional regulation, only 47% of the 3rd-5th as well as the 6th-12th report the ability to emotionally regulate. With regard to perseverance/grit, 49% of our 3rd-5th grade students and 46% of our 6th-12th grade students report success in this area.

Although we do not have our official drop out rate compiled, this has been a problem with our most at-risk students who feel lonely, behind, and are struggling at home (parents without jobs, students needing to work to support family, and a heavy increase in mental illness). Our data indicates that these increased numbers are a direct result of the pandemic.

This year 21-22, our homeless number of students is at an all time high. With 1300 students, we typically have only 1 or 2 students identified as homeless. This year we have had between 12 and 15 at any point during the school year (some have come and went). We specifically targeted this group of students and recruited them to attend our summer learning programs at the elementary, middle and high school level. We also analyzed our attendance data, specifically recruiting students with special needs and at-risk factors to attend our summer learning programs that are targeted to address learning loss.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

## Addressing Learning Loss through Summer Learning and Extended Day Services:

We will run a three system approach for our summer learning.

For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend.

For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend.

For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation.

## Comprehensive School Programming:

This will include the use of a Student Learning Management System, Schoology to be specific. This system allows for us to post learning tools and assignments for our students onto the system. When a student is gone, needing to regroup and catch up or is needing personalized learning we will be able to use this tool. Parents also have access so they can see what assignments their student is turning in and also a communication platform between home and school. This is a valuable resource to students and parents who are quarantined.

We will be investigating an SEL framework for our entire district. We will continue to investigate the following: Top 20, Capturing Kids Hearts and Leader in Me. Once one is selected, we will implement this with a staff focus first followed by student/parent implementation.

We will also be implementing the Panorama dashboard. This allows for us to give our students an SEL formatted survey. The survey is specific to skills we are focusing on: Grit, Perseverance, Relationships and Self-Regulation. This will also talk to our SIS system and bring in our attendance data, SEL survey data, behavior data and academic data. We can see the whole picture of a student and also place intervention tools in place. A playbook of specific tools for intervention, small group lessons, and tier support is part of the dashboard. This program allows us to disaggregate our student data specifically looking at special populations.

We will also be completing a comprehensive needs assessment and putting professional development into place to support our students. This will be focused on SEL support, instructional interventions, personalized learning and project based learning training.

## **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Other items include a full time substitute (2x) for us to utilize for staff that are absent as a result of COVID 19.

We will utilize outdoor learning spaces in our plan. This will allow for continued spreading out and safe places to continue educating our students.

We will update the HVAC that will allow us to take a 35 year old boiler off line and install units that bring in outside air.

We will also plan for retention incentives to continue keeping our staff at this difficult time. All staff who agree to return and continue working will be given a \$1,000 retention incentive for the next three years.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will utilize a variety of data points. We will look at them as a whole, by building, grade level and by subgroup (including special populations).

Kansas Communities that Care Data/Panorama Survey

Aims Web data

Attendance

Failing grades

Behavior Referrals

State Assessment Scores

ACT scores

Graduation Rate/Dropout Rate

USD 379 is committed to promoting, supporting and implementing effective instructional strategies, activities, and innovations throughout the Pandemic and beyond. Fiscal resources have been proposed to provide professional learning opportunities to help bridge the gap in learning loss. Professional Development is provided to meet state requirements, district and building needs, as well as individual goals for both certified and classified staff members. USD 379 was able to successfully implement 1:1 device for all students when the COVID pandemic closed schools in March 2020 and utilizing ESSER funding has allowed us the opportunity to maintain devices and purchase new devices that were previously in carts for our 1 to 1 initiative.

USD 379 works diligently with these ESSER III resources to provide a standard aligned curriculum for students in all grades. Programs are selected based on multiple factors including a focus on standards, identified local needs, and staff feedback. Need-specific programs are offered to support student learning and equip our teachers with the skills necessary to implement their usage. Resources utilized in the learning environment include, but are not limited to, PowerSchool, Edgenuity, Schoology, and various applications. Accessibility is provided to all learners through a single sign-on program (SSO) for a majority of these resources.

Much of the challenges related to the pandemic also impact the maintenance of long-range plans for educational needs, finances, technology, facilities, and transportation. Stakeholder feedback and input is received through various avenues including, but not limited to, Community Facility Group, Site Councils, Teacher and Student Leadership groups, and Parent Organizations.

District resources are effectively managed and allocated based on internal data and changes in external factors. The mission of USD 379 is at the forefront as key resources are identified and provided for our staff and students. USD 379 identifies and prioritizes our needs based on stakeholder input. Our primary focus centers around the goals of the district which includes safety, student growth, and development. Resources are allocated, adjusted based on needs, and protected, while still maintaining fiscal responsibility. We are committed to making our system as effective and efficient as possible. USD 379 will ensure that the Interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP act to address the academic impact of lost instructional time, will respond to the academic, social emotional and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with exceptionalities, students experiencing homelessness, children in foster care, and migratory students, by continuing to monitor progress. This progress will continue to be monitored through online curricular resources, Aimsweb assessment screeners, and interim district assessments for lead measurement, in addition to state assessment data for our lagging indicators. Continued use of the Family Engagement surveys will provide horizontal data from previous years in addition to our KCTC (Kansas Communities that care) surveys for a qualitative measure of our progress as a district that aligns to our district accreditation.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,658,389	\$0	\$1,658,389	ESSER III Allocations	\$331,678
Approved Total	\$1,508,389	\$0	\$1,508,389	Approved Total	\$534,973
Amount Left	\$150,000	\$0	\$150,000	Amount Still Needed	\$0
In Review Total	\$150,000	\$0	\$150,000	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
379-3-0073	Direct	False	4700	400	14	\$150,000	Task Force Review
379-3-0074	Direct	False	2500	110	16	\$330,000	Approved
379-3-0075	Direct	False	2500	120	16	\$203,100	Approved
379-3-0076	Direct	False	2500	220	16	\$40,782	Approved
379-3-0077	Direct	False	2500	290	16	\$534	Approved
379-3-0001	Direct	False	1000	290	16	\$10	Approved
379-3-0002	Direct	True	1000	290	11A	\$20	Approved
379-3-0003	Direct	True	2400	220	11A	\$1,224	Approved
379-3-0004	Direct	True	2400	290	11A	\$2	Approved
379-3-0005	Direct	True	2710	220	11A	\$1,200	Approved
379-3-0006	Direct	True	2710	290	11A	\$2	Approved
379-3-0007	Direct	True	1000	120	11A	\$924	Approved
379-3-0008	Direct	True	1000	290	11A	\$2	Approved
379-3-0009	Direct	True	1000	220	11A	\$1,262	Approved
379-3-0010	Direct	True	1000	290	11A	\$2	Approved
379-3-0011	Direct	True	1000	610	11A	\$1,000	Approved
379-3-0034	Direct	False	1000	110	16	\$82,664	Approved
379-3-0036	Direct	True	1000	110	11A	\$180,200	Approved
379-3-0037	Direct	True	1000	110	11A	\$24,471	Approved
379-3-0038	Direct	True	1000	110	11A	\$9,696	Approved
379-3-0040	Direct	True	1000	120	11A	\$61,250	Approved
379-3-0041	Direct	True	1000	120	11A	\$5,540	Approved
379-3-0042	Direct	False	1000	210	16	\$30,480	Approved
379-3-0043	Direct	False	1000	220	16	\$6,846	Approved
379-3-0045	Direct	True	1000	220	11A	\$18,640	Approved
379-3-0046	Direct	True	1000	220	11A	\$2,103	Approved
379-3-0047	Direct	True	1000	300	10	\$65,000	Approved
379-3-0048	Direct	False	1000	300	12	\$150,000	Approved
379-3-0049	Direct	False	1000	610	8	\$15,000	Approved
379-3-0050	Direct	True	1000	610	10	\$28,389	Approved

379-3-0051	Direct	False	1000	610	12	\$14,000	Approved
379-3-0052	Direct	False	1000	610	13	\$100,000	Approved
379-3-0053	Direct	True	1000	610	11A	\$68,584	Approved
379-3-0054	Direct	True	1000	610	11A	\$3,000	Approved
379-3-0057	Direct	True	2100	120	11A	\$10,000	Approved
379-3-0063	Direct	True	2400	120	11A	\$14,125	Approved
379-3-0069	Direct	True	2710	120	11A	\$14,337	Approved
379-3-0071	Direct	True	2710	626	11A	\$24,000	Approved

## Line Item Details

Line Item ID: 379-3-0073

### 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

Contracted Services

### Account Number

90 E 4700 400 0000 000

### Function Code

4700 - Building Improvements

### Object Code

400 - PURCHASED PROPERTY SERVICES

### Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

### **Please describe the expenditures within the account and how they will address a COVID-19 need**

Replace the old boiler at Wakefield schools with new a HVAC system that includes a needlepoint bipolar ionization systems to improve air quality in the school.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$150,000

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$150,000

### Status

Task Force Review

### **Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Per narrative, "Our ESSER III budget includes a line item that adds up to date HVAC that will allow us to take a 35 year old boiler off line and add HVAC units that will bring in the appropriate amount of outside air into all learning spaces."

Line Item ID: 379-3-0074

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Incentive Certified

**Account Number**

90 E 2500 110 0000 000

**Function Code**

2500 - Central Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Staff retention has been an ongoing issue since the beginning of the pandemic. Increased work load and added stress are a direct result of the pandemic and this has taken a toll staff. In an effort to better retain staff, a \$1,000 retention incentive based on FTE will be given to teachers, principals, counselors, and other licensed professionals who stay employed with USD 379. Currently there are 110 FTE employees in this category that will receive this incentive pay. The total budget amount includes calculations for FICA/FICM and unemployment withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$110,000
<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
<b>Budgeted Expenditures in SFY 2024</b>	\$110,000
<b>Total Expenditures</b>	<u>\$330,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "We will also plan for retention incentives to continue keeping our staff at this difficult time. All staff who agree to return and continue working will be given a \$1,000 retention incentive for the next three years."

Line Item ID: 379-3-0075

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Incentives - Classified

**Account Number**

90 E 2500 120 0000 000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Staff retention has been an ongoing issue since the beginning of the pandemic. Increased workload and added stress are a direct result of the pandemic and this has taken a toll on staff. In an effort to better retain staff, a \$1,000 retention incentive based on FTE will be given to paraeducators, aides, bus drivers, school nurses, kitchen staff, and business office staff who stay employed with USD 379. Currently there are 67.7 FTE employees in this category that will receive this incentive pay. The total budget amount includes calculations for FICA/FICM and unemployment withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$67,700
<b>Budgeted Expenditures in SFY 2023</b>	\$67,700
<b>Budgeted Expenditures in SFY 2024</b>	\$67,700
<b>Total Expenditures</b>	<u>\$203,100</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "We will also plan for retention incentives to continue keeping our staff at this difficult time. All staff who agree to return and continue working will be given a \$1,000 retention incentive for the next three years."

Line Item ID: 379-3-0076



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Incentive Social Security

**Account Number**

90 E 2500 220 0000 000

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Withholdings

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$13,594**Budgeted Expenditures in SFY 2023** \$13,594**Budgeted Expenditures in SFY 2024** \$13,594**Total Expenditures** \$40,782**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "We will also plan for retention incentives to continue keeping our staff at this difficult time. All staff who agree to return and continue working will be given a \$1,000 retention incentive for the next three years."

Line Item ID: 379-3-0077

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Incentive Unemployment

**Account Number**

90 E 2500 290 0000 000

**Function Code**

2500 - Central Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentives Unemployment Withholdings

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$178**Budgeted Expenditures in SFY 2023** \$178**Budgeted Expenditures in SFY 2024** \$178**Total Expenditures** \$534**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "We will also plan for retention incentives to continue keeping our staff at this difficult time. All staff who agree to return and continue working will be given a \$1,000 retention incentive for the next three years."

Line Item ID: 379-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Substitute Unemployment

**Account Number**

90 E 1000 290 0000 007

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Full Time Substitute to help cover vacant positions left as a result of COVID. This account is for unemployment withholdings.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$5

**Budgeted Expenditures in SFY 2023** \$5

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$10

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Other items include a full time substitute (2x) for us to utilize for staff that are absent as a result of COVID 19."

Line Item ID: 379-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Other

**Account Number**

90 E 1000 290 0000 900

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for unemployment withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10
<b>Budgeted Expenditures in SFY 2023</b>	\$10
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$20

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Social Sec

**Account Number**

90 E 2400 220 0000 900

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This code is for federal withholdings for the secretaries in the school offices during this program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$574
<b>Budgeted Expenditures in SFY 2023</b>	\$650
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,224</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Other

**Account Number**

90 E 2400 290 0000 900

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for unemployment withholdings for the secretaries in the offices during the program dates.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Bus Social S

**Account Number**

90 E 2710 220 0000 900

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our summer learning programs for elementary, middle, and high schools are targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We are providing transportation to and from. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for federal withholdings for bus drivers on staff during summer learning

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$590
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<b>Budgeted Expenditures in SFY 2023</b>	\$610
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$1,200
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Bus Other

**Account Number**

90 E 2710 290 0000 900

**Function Code**

2710 - Vehicle Operation

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our summer learning programs for elementary, middle, and high schools are targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We are providing transportation to and from. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for federal unemployment withholdings for bus drivers on staff during summer learning

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$1
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<b>Budgeted Expenditures in SFY 2023</b>	\$1
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$2
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

High School Summer Classified

**Account Number**

90 E 1000 120 0000 902

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our high school program is targeted to reach our USD 379 high school students that have failed a course or are behind their cohort class for various reasons, such as being part of a vulnerable population or an at-risk/subgroup population. We have removed barriers by providing transportation to and from as well as breakfast and lunch. Our program is for three weeks, full day programming. Each student is assigned specific course work to obtain credit and also they are assigned to a community/career project. Additionally they took part in a post-secondary campus visit. All students were personally invited by the counselor team and they also called each parent to invite the student. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for salaries for paraprofessional and aides on staff during program weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$462
<b>Budgeted Expenditures in SFY 2023</b>	\$462
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$924</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation."



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

High School Summer Other

**Account Number**

90 E 1000 290 0000 902

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our high school program is targeted to reach our USD 379 high school students that have failed a course or are behind their cohort class for various reasons, such as being part of a vulnerable population or an at-risk/subgroup population. We have removed barriers by providing transportation to and from as well as breakfast and lunch. Our program is for three weeks, full day programming. Each student is assigned specific course work to obtain credit and also they are assigned to a community/career project. Additionally they took part in a post-secondary campus visit. All students were personally invited by the counselor team and they also called each parent to invite the student. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for federal unemployment withholdings for staff working the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation."

Line Item ID: 379-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Middle School Summer Social Se

**Account Number**

90 E 1000 220 0000 903

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our middle school summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed barriers by providing transportation to and from, breakfast and lunch. Our program is for three weeks (mornings). Our focus is academic and social in nature. Specifically, we are focused on STEM topics as well as focused interventions for students who have struggled the past year. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for federal withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$612
<b>Budgeted Expenditures in SFY 2023</b>	\$650
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,262</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Middle School Summer Other

**Account Number**

90 E 1000 290 0000 903

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our middle school summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed barriers by providing transportation to and from, breakfast and lunch. Our program is for three weeks (mornings). Our focus is academic and social in nature. Specifically, we are focused on STEM topics as well as focused interventions for students who have struggled the past year. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for Federal Unemployment Withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

Line Item ID: 379-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Middle School Summer Supplies

**Account Number**

90 E 1000 610 0000 903

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our middle school program is open to ALL USD 379 middle school students. We have removed barriers by providing transportation to and from, breakfast and lunch. Our program is for three weeks (mornings). Our focus is academic and social in nature. Specifically, we are focused on STEM topics as well as focused interventions for students who have struggled the past year. We invited ALL students and made personal invitations to those that have an at-risk factor or a history of at-risk factors. All students regardless of special population are invited and supported. This account is for general teaching supplies for summer learning program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Substitute

**Account Number**

90 E 1000 110 0000 007

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Full Time Substitute to help cover vacant positions left as a result of COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$41,332**Budgeted Expenditures in SFY 2023** \$41,332**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$82,664**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Other items include a full time substitute (2x) for us to utilize for staff that are absent as a result of COVID 19."

Line Item ID: 379-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Certified

**Account Number**

90 E 1000 110 0000 900

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for salaries for certified staff working the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$88,700
<b>Budgeted Expenditures in SFY 2023</b>	\$91,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$180,200</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

High School Summer Certified

**Account Number**

90 E 1000 110 0000 902

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our high school program is targeted to reach our USD 379 high school students that have failed a course or are behind their cohort class for various reasons, such as being part of a vulnerable population or an at-risk/subgroup population. We have removed barriers by providing transportation to and from as well as breakfast and lunch. Our program is for three weeks, full day programming. Each student is assigned specific course work to obtain credit and also they are assigned to a community/career project. Additionally they took part in a post-secondary campus visit. All students were personally invited by the counselor team and they also called each parent to invite the student. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for salaries for certified staff working the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,005
<b>Budgeted Expenditures in SFY 2023</b>	\$12,466
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,471</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Middle School Summer Certified

**Account Number**

90 E 1000 110 0000 903

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our middle school summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed barriers by providing transportation to and from, breakfast and lunch. Our program is for three weeks (mornings). Our focus is academic and social in nature. Specifically, we are focused on STEM topics as well as focused interventions for students who have struggled the past year. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for our certified staff salaries working the program

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,617
<b>Budgeted Expenditures in SFY 2023</b>	\$5,079
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,696</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0040



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Classified

**Account Number**

90 E 1000 120 0000 900

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our elementary summer learning program is open to all USD 379 elementary students. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. We invited ALL students and made personal invitations to those that have an at-risk factor or a history of at-risk factors. All students regardless of special population are invited and supported. This account is for salaries for paraprofessional and aides on staff during program weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$31,250
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$61,250
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**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Middle School Summer Classified

**Account Number**

90 E 1000 120 0000 903

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our middle school program is open to ALL USD 379 middle school students. We have removed barriers by providing transportation to and from, breakfast and lunch. Our program is for three weeks (mornings). Our focus is academic and social in nature. Specifically, we are focused on STEM topics as well as focused interventions for students who have struggled the past year. We invited ALL students and made personal invitations to those that have an at-risk factor or a history of at-risk factors. All students regardless of special population are invited and supported. This account is for salaries for paraprofessional and aides on staff during program weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,770
<b>Budgeted Expenditures in SFY 2023</b>	\$2,770
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$5,540

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For middle school, we will offer a three week STEM program in partnership with Kansas State University. The KSU staff provide the instruction virtually to our classrooms and our teachers are trained to facilitate the STEM learning. We will also incorporate skill based instruction related to literacy and math fluency into the afternoon session for those students needing this support. More details on our website at [www.usd379.org/summer](http://www.usd379.org/summer). Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Substitute Insurance

**Account Number**

90 E 1000 210 0000 007

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Full Time Substitute to help cover vacant positions left as a result of COVID. This account is for benefits as this is a full time position.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$15,240
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<b>Budgeted Expenditures in SFY 2023</b>	\$15,240
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$30,480</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Other items include a full time substitute (2x) for us to utilize for staff that are absent as a result of COVID 19."

Line Item ID: 379-3-0043

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Substitute Social Security

**Account Number**

90 E 1000 220 0000 007

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Full Time Substitute to help cover vacant positions left as a result of COVID. This account is for federal withholdings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,423
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,423
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$6,846</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Other items include a full time substitute (2x) for us to utilize for staff that are absent as a result of COVID 19."

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Social Security

**Account Number**

90 E 1000 220 0000 900

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for federal withholdings for staff working during summer learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,090
<b>Budgeted Expenditures in SFY 2023</b>	\$9,550
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,640</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

High School Summer Social Security

**Account Number**

90 E 1000 220 0000 902

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our high school program is targeted to reach our USD 379 high school students that have failed a course or are behind their cohort class for various reasons, such as being part of a vulnerable population or an at-risk/subgroup population. We have removed barriers by providing transportation to and from as well as breakfast and lunch. Our program is for three weeks, full day programming. Each student is assigned specific course work to obtain credit and also they are assigned to a community/career project. Additionally they took part in a post-secondary campus visit. All students were personally invited by the counselor team and they also called each parent to invite the student. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend.

This account is for federal withholdings for staff working during summer learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,032
<b>Budgeted Expenditures in SFY 2023</b>	\$1,071
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,103</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation."

Line Item ID: 379-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SEL Frame Work Purchased Services

**Account Number**

90 E 1000 300 0000 910

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our survey data identified our most vulnerable populations as students with an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. An SEL Framework System provides mental health support for these students. We will utilize the curriculum in our summer learning program at all levels (Elementary, Middle and High school). We will also utilize the curriculum for our students who have suffered learning loss through poor attendance or other barriers to encourage and tailor structured interventions specific to the students' needs. The curriculum will also be used during the school extended day to develop mindset strategies for our students in need.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$65,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "We will be investigating an SEL framework for our entire district. We will continue to investigate the following: Top 20, Capturing Kids Hearts and Leader in Me. Once one is selected, we will implement this with a staff focus first followed by student/parent implementation.

We will also be implementing the Panorama dashboard. This allows for us to give our students an SEL formatted survey. The survey is specific to skills we are focusing on: Grit, Perseverance, Relationships and Self-Regulation. This will also talk to our SIS system and bring in our attendance data, SEL survey data, behavior data and academic data. We can see the whole picture of a student and also place intervention tools in place. A playbook of specific tools for intervention, small group lessons, and tier support is part of the dashboard. This program allows us to disaggregate our student data specifically looking at special populations."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Professional Development

**Account Number**

90 E 1000 300 0000 000

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development to support our needs assessment and learning loss that occurred as a result of the pandemic, school closure, and excessive absences. Our needs assessment that will reflect our current student data will allow for us to tailor our professional development needs to the needs of our most vulnerable students. This will help in our future planning and implementation of our social/academic learning not only during the school day, but also through our extended opportunities, summer learning and activities outside of school. We will target our most vulnerable student population. Through survey results this was identified as our students with an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students.

Within our needs assessment, we will be targeting the following data: attendance rates, grade level performance, and social/emotional factors. The data will be specifically targeted on our most vulnerable populations including but not limited to our truant, students who have gaps and are academically behind, students from homeless/disadvantaged families, students with at-risk factors and students with disabilities. For example, if our data indicates a specific group of students are behind their cohort academically, we will bring in a professional service and train a lead group of educators on how we can design specific instruction to help support the students. This training will then be given to all educators in the district and support staff. Another example would be data that shows the need for social/emotional training and learning for our staff. We would bring in a professional trainer to work with our staff on best practices for support for our students as well as interventions that can be done in small group of 1:1. Both examples would be set up over a period of time and include initial training, feedback loop, reflection, data analysis, and continued training based upon results of implementation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$150,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "We will also be completing a comprehensive needs assessment and putting professional development into place to support our students. This will be focused on SEL support, instructional interventions, personalized learning and project based learning training."

Line Item ID: 379-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies

**Account Number**

90 E 1000 610 0000 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Student Learning Management System, Schoology, utilized for learning system that allows for students/parents to receive assignments and activities online

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$15,000

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "This will include the use of a Student Learning Management System, Schoology to be specific. This system allows for us to post learning tools and assignments for our students onto the system. When a student is gone, needing to regroup and catch up or is needing personalized learning we will be able to use this tool. Parents also have access so they can see what assignments their student is turning in and also a communication platform between home and school."

Line Item ID: 379-3-0050



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SEL Frame Work Supplies

**Account Number**

90 E 1000 610 0000 910

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Through our surveys, students that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students were identified as our most vulnerable populations. An SEL Framework System will provide mental health support for these students and their parents. We will utilize the curriculum in our summer learning program at all levels (Elementary, Middle and High school). We will also utilize the curriculum for our students who have suffered learning loss through poor attendance or other barriers to encourage and tailor structured interventions specific to the students' needs. The curriculum will also be used during the school extended to develop mindset strategies for our students in need.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$13,389
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,389</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "We will be investigating an SEL framework for our entire district. We will continue to investigate the following: Top 20, Capturing Kids Hearts and Leader in Me. Once one is selected, we will implement this with a staff focus first followed by student/parent implementation.

We will also be implementing the Panorama dashboard. This allows for us to give our students an SEL formatted survey. The survey is specific to skills we are focusing on: Grit, Perseverance, Relationships and Self-Regulation. This will also talk to our SIS system and bring in our attendance data, SEL survey data, behavior data and academic data. We can see the whole picture of a student and also place intervention tools in place. A playbook of specific tools for intervention, small group lessons, and tier support is part of the dashboard. This program allows us to disaggregate our student data specifically looking at special populations."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0051

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies

**Account Number**

90 E 1000 610 0000 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Panorama Platform which is a Student Diagnostic Tool for social emotional and academic learning needs. With this tool, we are able to monitor of most vulnerable and at-risk population/subgroups within USD 379. Focusing on students with an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students, this tool assists in gauging learning loss and other red flags that we see within our student population. With the alerts, we are then able to intervene and provided needed support and instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$14,000

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "We will also be implementing the Panorama dashboard. This allows for us to give our students an SEL formatted survey. The survey is specific to skills we are focusing on: Grit, Perseverance, Relationships and Self-Regulation. This will also talk to our SIS system and bring in our attendance data, SEL survey data, behavior data and academic data. We can see the whole picture of a student and also place intervention tools in place. A playbook of specific tools for intervention, small group lessons, and tier support is part of the dashboard. This program allows us to disaggregate our student data specifically looking at special populations."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies

**Account Number**

90 E 1000 610 0000 000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Materials and supplies to enhance and expand outdoor learning spaces allowing students to social distance. Specifically we will be purchasing tables/seating for outdoors at each of our five buildings. Each set will cost roughly \$10,000 per installed set (\$5,000 table costs plus \$5,000 for vendor delivery, setup and installation costs). All outdoor seating will have the ability to be relocated around the sites and/or from one school to another as the needs fluctuate.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "We will utilize outdoor learning spaces in our plan. This will allow for continued spreading out and safe places to continue educating our students. Additionally, the addition of outdoor learning equipment that will allow our staff to take their students outside, socially distance and mitigate the spread of COVID-19."

Line Item ID: 379-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Supplies

**Account Number**

90 E 1000 610 0000 900

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for additional teaching supplies needed for each week of the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
<b>Budgeted Expenditures in SFY 2023</b>	\$33,584
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$68,584</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0054

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

High School Summer Supplies

**Account Number**

90 E 1000 610 0000 902

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our high school program is targeted to reach our USD 379 high school students that have failed a course or are behind their cohort class for various reasons, such as being part of a vulnerable population or an at-risk/subgroup population. We have removed barriers by providing transportation to and from as well as breakfast and lunch. Our program is for three weeks, full day programming. Each student is assigned specific course work to obtain credit and also they are assigned to a community/career project. Additionally they took part in a post-secondary campus visit. All students were personally invited by the counselor team and they also called each parent to invite the student. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, students behind their cohort group and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for additional teaching supplies needed for each week of the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For high school, we will operate a three week full day program. Students will have a choice board/menu of items they can do for credit recovery. We will also utilize post-secondary trips for our students (first generation or those in jeopardy of dropping out) for support. In August, we will offer a freshman preview for our students that are at-risk in the current 8th grade. This is a three day, full day program. Our freshman team of teachers facilitate the three days. It is full of SEL support, time management, relationship building, and other tools to help students become successful at high school. The best part of the preview is the relationships built between the staff and our students who are in need. They will focus on also engaging in IPS conversations and diving into personal interest for our students. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend. All barriers for the programs above are removed including meals and transportation."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Nursing

**Account Number**

90 E 2100 120 0000 900

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. A nurse will be on site to help tend to children medical needs while in attendance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Secretary

**Account Number**

90 E 2400 120 0000 900

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our elementary summer learning program is targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We have removed all barriers in order to allow access for all. Our program is for six weeks and is from 7:45am to 5:30pm. We provide transportation to and from, breakfast, lunch, and a snack. Our day is centered around academic and social learning needs. We are also including community and career involvement into the theme for each week. We have also combined efforts with our Extended School Year (functional ESY students) and combined our summer learning with their programming. Utilizing our survey data we specifically invited students of vulnerable populations. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for secretaries on staff during the summer learning weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,925
<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,125</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Bus Classified

**Account Number**

90 E 2710 120 0000 900

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our summer learning programs for elementary, middle, and high schools are targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We are providing transportation to and from. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for bus drivers salaries transporting during the summer program weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,109
<b>Budgeted Expenditures in SFY 2023</b>	\$7,228
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,337</u>

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

Line Item ID: 379-3-0071



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Summer Fuel

**Account Number**

90 E 2710 626 0000 000

**Function Code**

2710 - Vehicle Operation

**Object Code**

626 - Gasoline

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our summer learning programs for elementary, middle, and high schools are targeted to reach our most vulnerable and at-risk population/subgroups within USD 379. We are providing transportation to and from. We made personal phone calls and invitations to those that have an at-risk factor or a history of at-risk factors, chronically absent students, students absent due to COVID positive testing and/or repeated quarantines, those that are behind academically, those that are from low SES status, those that have IEPs, our ELL students, and our homeless students. We removed barriers in order to accommodate our families within the special populations category so they can attend. This account is for bus fuel for transporting students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,000
<b>Budgeted Expenditures in SFY 2023</b>	\$12,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$24,000

**Status**

Approved

**Line Item Comment from KSDE**

6/23 Per narrative, "For elementary, we will run a six week 7:45am to 5:30pm summer learning program. All students can attend. The morning is focused on academics (utilizing STEM, Project Based Learning and Personalized Learning tools with our researched based programs). The afternoon is focused on social/emotional learning and career exposure. You can check out our program at [www.usd379.org/summer](http://www.usd379.org/summer) Last year we had this format as well. We had 80% of our students attend from incoming Kindergarten through completed 5th grade. Our budget aims to offer this programming for the next two summers. We will continue to analyze data and specifically recruit the special populations mentioned above to attend."

6/20 Because this is marked for the 20%, please describe how this will target learning loss specifically as it relates to vulnerable populations most impacted by disruptions due to Covid-19.

# ESSER III APPLICATION FOR D0387

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>
Altoona-Midway	20584 US 75 Hwy, Buffalo, KS 66717	20584 US 75 Hwy, Buffalo, KS 66717
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
John West	jwest@usd387.org	(620) 537-7721

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mike Kastle	Interim Superintendent	mkastle@usd387.org	(620) 537-7721

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[www.usd387.org](http://www.usd387.org)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Staff will be hired to support classroom instructors, to make it possible for students to be spread apart to accomplish social distancing. Fulltime substitutes will be hired to allow for more consistency in classroom instruction and help with eliminating learning loss.

## 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 among the student leadership of the Altoona Midway High School to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from those students. I met with the student council of Altoona Midway High School which represents all four classes plus all student organizations (forensics, pep club, FFA, FCCLA), and is represented by our diverse enrollment (African American).

### Families

We have worked closely with our families in developing our ESSER support plan. We have conducted a parent / community survey 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 following items in our ESSER plan.

An opportunity to enroll and pay bills on line received a great deal of support from the community (65% of those who responded)

Performance pay for staff was highly popular among all stakeholders (62%)

More para support for students gained over 50% from those who responded.

### **School and District Administrators including Special Education Administration**

Our administration team (all three of us) have met regularly to review the needs of our student and staff population both at the building and district level. These meetings have included a review of survey 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.

Performance pay for all staff members

Full time substitutes

Classroom aides and additional bus drivers

We will see that this information plays a prominent role in our ESSER plan.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The district worked directly with our school district bargaining unit to address funding needs and to ensure they met the needs of students, staff, and community. The negotiations were approved with zero no votes to the agreement. The district also collaborated with classified staff to ensure that ESSER III was considered to address their willingness to work for the district during this time. In this small district with two fulltime administrators and a part time administrator meetings were held to ensure that all parties were in agreement as to the plan.

### **Tribes**

While our student information system did not indicate we had any tribal students in our district, we attempted to reach out to the Executive Director of Native American Affairs. After numerous attempts with no response we abandoned this effort.

### **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. ACLU - Kansas and Kansas Human Rights Commission.

While we did hear back from the ACLU they did not wish to offer any recommendations for use of funds. we still plan to implement the following supports which we believe will benefit all populations of our students. Full-time substitute teachers, Additional para-educators in the classroom; Technology aides

### **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 a survey and have also engaged in conversations with student who fall into these subgroups. In reviewing our student information system, we confirmed that we serve 40 students with disabilities with the bulk of them being speech and language, 0 children experiencing homelessness, 1 students in foster care, 0 migratory students, 0 children who are incarcerated, 70 children who we consider underserved (receiving free lunches). Where representation in each group occurs, we have contacted the families of these students directly and asked for their feedback. Additionally, we conducted a survey and visited in conversations directly with students who met the criteria for these subgroups. It was clear from these conversations and feedback for students and stakeholder that the following supports were most needed:

-Performance pay for staff was considered a very high priority.

-The students in USD 387 realize the importance of hiring and keeping quality staff members.

-Acquiring more support staff (para's) was second among this group of students

-Providing a safe and clean environment was the third most important item among our student leaders.

## **Provide the public the opportunity to provide input and take such input into account**

: In place of a community meeting a survey was made available on the district website and offered to all patrons to participate in. Only a few citizens elected to participate but results were positive to district recommendations. RESULTS INCLUDE: Of the 76 people who responded 74% supported premium pay for staff; 69% supported additional staff in the areas of fulltime substitutes and para educators. 72% supported the concept of using technology for enrollment and bill paying.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The impact of COVID-19 on our student population was mostly social and emotional. We did see a decline in student test scores on Aimsweb testing. Student test scores were lower across the board from 2019 fall testing to 2022 winter testing. Data indicated a decrease in scores at all levels in the areas of math and reading. Student discipline issues increased once students were back in the school setting while required to wear masks.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Learning loss due to the COVID-19 pandemic will be addressed with summer learning opportunities\* being offered to all children in grades P-K to 8. To further mitigate the impact of learning loss due to the COVID-19 pandemic, additional classroom aides have been hired as well as two full time substitute teachers to give better consistency and continuity for student learning when the classroom teacher is absent. Additionally a curriculum based support program will be used to supplement the classroom instruction and can be used online if necessary. Another learning loss mitigation measure we will use includes Credit Recovery online courses, which will be made available to those students who struggled during the time period that students and staff were separated due to COVID-19. Funds will be used to provide performance pay for staff, hiring of full time substitutes, full time classroom aides, additional bus drivers and a technology aid to supervise online learning. Research and evidence supporting these measures is included below.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed For Quick Review*, 77(6), 47–52. Retrieved from [https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. *Journal of Staff Development*, 34(6), 46–49. Retrieved from <https://learningforward.org/docs/default-source/jsddecember-2013/browne346.pdf?sfvrsn=2>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed for Quick Review*, 77(6), 47–52. Retrieved from <https://eric.ed.gov/?id=EJ978299> Full text available from <https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boostchildrens-learning.aspx>

Nastu, J. (2011). Early intervention and credit recovery programs are helping at-risk students succeed. eSN Special Report: Keeping students on a path to graduation. Retrieved from <http://Nastu.eschoolnews.com/2011/02/22/esn-special-reportkeeping-studentson-a-path> Oliver, K., Osborne, J., P

Bottoms, G., & Anthony, K. (June, 2005). Raising achievement and improving graduation rates: How nine High Schools That Work sites are doing it. Southern Regional Education Board.

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American Council for Online Learning. Retrieved from [http://www.inacol.org/research/promisingpractices/NACOL\\_CreditRecovery\\_PromisingPractices.pdf](http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf)

\*Implement summer learning programs and credit recovery services (district wide) - KSDE approved EBPs \*Provide research based professional learning opportunities for staff (district wide) Research to support (National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report>

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Funds will be used to provide performance pay for staff, hiring of fulltime substitutes, fulltime classroom aides, additional bus drivers and a technology aid to supervise online learning.

**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 III plan was developed collaboratively with all key stakeholders in the Altoona Midway School District including students, staff, and administrators. As well as these stakeholders KSDE, the local service center, and special education cooperative personnel were consulted. 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 maintain an important focus on addressing the specific needs of all student and staff. We continue to monitor and have conversations with all stakeholders to ensure that our decisions are still supported and well founded.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$388,726	\$0	\$388,726
Approved Total	\$361,726	\$0	\$361,726
Amount Left	\$27,000	\$0	\$27,000
In Review Total	\$27,000	\$0	\$27,000
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$77,746
Approved Total	\$80,400
Amount Still Needed	\$0
In Review Total	\$6,000
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
387-3-0008	Direct	True	1000	110	11A	\$6,000	Task Force Review
387-3-0009	Direct	False	2000	120	1A	\$5,000	Task Force Review
387-3-0010	Direct	False	1000	110	1A	\$16,000	Task Force Review
387-3-0001	Direct	True	1000	110	11A	\$72,000	Approved
387-3-0002	Direct	True	2000	120	1A	\$8,400	Approved
387-3-0003	Direct	False	1000	110	1A	\$81,000	Approved
387-3-0004	Direct	False	2000	120	1A	\$40,326	Approved
387-3-0005	Direct	False	2100	112	1A	\$120,000	Approved
387-3-0007	Direct	False	2100	122	1A	\$40,000	Approved

## Line Item Details

Line Item ID: 387-3-0008

**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**

07

**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**

Increase in staff expenses for summer learning program. Salaries have increased and we are offering a higher rate to try to entice staff to participate. Teaching staff were \$20 per hour for summer program. We hope to increase this to \$25 per hour for teachers to encourage them to participate in the summer school program to alleviate learning loss from COVID interruption. We are encouraging even more students to participate this year and we will need as many teachers as we can convince to assist the students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 387-3-0009

**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

**Account Number**

07

**Function Code**

2000 - Support 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**

Additional support staff needed for summer program. Part of this will also cover increased salary for other support staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 387-3-0010



**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

**Account Number**

07

**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**

Premium pay, moved in to cover staff previously not covered. 1 administrator and 7 staff members were not included in the original application. This is \$1,000 per year for the next two years (SFY 2023 and SFY 2024).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Task Force Review

Line Item ID: 387-3-0001

**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**

07

**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**

Students will receive supplemental instruction in reading, math, science, and ELA. In addition enrichment activities will take place in activities and field trips will be offered for student learning. We anticipate approximately 50 students in grades K-8 to participate on a daily basis. Scheduled dates for the summer program are June 6 - 30. Field trips include to Lego Land in Kansas City, Botanical Gardens in Wichita, Tanganyika Wildlife in Goddard, and Paint the Town in Wichita.

Due to COVID all students in our school population have not had the ability to take advantage of educational opportunities outside of our small rural area. Field trips that give all students the opportunity to experience enrichment activities expands their knowledge base. Students have been negatively impacted in all areas of their education and field trips help to enrich and expand their knowledge base.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$24,000
<b>Budgeted Expenditures in SFY 2023</b>	\$24,000
<b>Budgeted Expenditures in SFY 2024</b>	\$24,000
<b>Total Expenditures</b>	\$72,000

**Status**

Approved

**Line Item Comment from KSDE**

4/21/22 General field trip costs are not an allowable ESSER expense. In order for this to be eligible, particularly as it relates to the 20%, please describe how they relate to learning loss in vulnerable populations due to Covid-19 disruptions.

Please briefly describe the number of students to attend the summer learning program and the potential dates of attendance. Also, please describe the enrichment activities and field trips as they relate to learning loss in vulnerable populations due to Covid 19 disruptions.

Line Item ID: 387-3-0002

**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

**Account Number**

07

**Function Code**

2000 - Support 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**

Additional help will be needed to supervise students on field trips and provide transportation. When taking a field trip additional staff and transportation personnel are necessary to protect the safety of all of our students. Field trips are an integral part of the educational process by providing our students experiences that they have not had the opportunity to enjoy since COVID hit our schools.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,800
<b>Budgeted Expenditures in SFY 2023</b>	\$2,800
<b>Budgeted Expenditures in SFY 2024</b>	\$2,800
<b>Total Expenditures</b>	<u>\$8,400</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/25 - Because this is part of the 20%, please clarify the educational nature of the field trips and the relationship to recouping learning loss due to Covid-19 disruptions.

Line Item ID: 387-3-0003

**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**

Federal

**Account Number**

07

**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**

Performance pay for teachers and administrators who work to continue the educational activities necessary to provide programs for students. Performance pay will be \$1,000 per year for 25 teachers and 2 administrators

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$27,000
<b>Budgeted Expenditures in SFY 2023</b>	\$27,000
<b>Budgeted Expenditures in SFY 2024</b>	\$27,000
<b>Total Expenditures</b>	<u>\$81,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please indicate the amount to be paid per individual.

Line Item ID: 387-3-0004

**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**

Federal

**Account Number**

07

**Function Code**

2000 - Support 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**

Performance pay for non-certified staff for providing services to students during and after the pandemic. Payment will be \$1,000 per year for 14 classified staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,000
<b>Budgeted Expenditures in SFY 2023</b>	\$13,326
<b>Budgeted Expenditures in SFY 2024</b>	\$13,000
<b>Total Expenditures</b>	<u>\$40,326</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please indicate the amount to be given per individual.

**Allocation Type**

Direct Allocation

**Is this 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

**Account Number**

07

**Function Code**

2100 - Support Services (Students)

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Full-time substitutes needed to maintain continuity of instruction during and after the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	\$120,000

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Funds will be used to provide performance pay for staff, hiring of fulltime substitutes, fulltime classroom aides, additional bus drivers and a technology aid to supervise online learning."

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal

**Account Number**

7

**Function Code**

2100 - Support Services (Students)

**Object Code**

122 - Part-Time 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**

Technology support for students who are taking classes on-line due to lack of instructors due to staff shortage. With staff shortage some classes are taken online and supervision is needed in that room. On-Line classes are an important part of a small school and the only way for students to receive instruction in some classes is to have the online availability. Due to COVID we are not able to hire foreign language instructors so student are taking those classes online. Supervision is needed to provide support and monitor students.

<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**

Approved

**Line Item Comment from KSDE**

4/21/22 Is this a substitute referred to in your narrative? Do students regularly attend online courses while in the building?

Please clarify the role of this position.

# ESSER III APPLICATION FOR D0388

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>
Ellis	1011 Washington, Ellis, KS 67637	PO Box 256, Ellis, KS 676370256
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Janice Wilson	<a href="mailto:jwilson@usd388.com">jwilson@usd388.com</a>	(785) 726-4281

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Corey Burton	Superintendent	<a href="mailto:cburton@usd388.com">cburton@usd388.com</a>	(785) 726-4281
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Connie Waldschmidt		<a href="mailto:cwaldschmidt@usd388.com">cwaldschmidt@usd388.com</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://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1562357/USD388MitigationLevels21-22.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1562357/USD388MitigationLevels21-22.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 388 worked closely with the Ellis County Health Department and HaysMed to facilitate the Ellis County School Covid Advisory Council which includes USD 388 as well as all other public and private schools in Ellis County to safely operate in-person learning for this year and for the following years. This council meets on a weekly basis to review current case numbers and discuss appropriate mitigation strategies. Our goal was to remain open to allow us to provide quality instruction while keeping the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE, Site Base Councils, and KSDE to ensure that our expenditures align with best practices, help address learning losses, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

A survey was sent to all 7-12 students to gain insight on what they felt should be considered for ESSER fund use. We had good participation with 55.5% of the students responding to the survey. The top areas indicated from the students were:

- Offering additional extracurricular activities (59%)
- Providing additional student technology (55%)
- Facility Upgrades that support student health needs (33%)
- Additional instructional materials and resources (25%)

These results were compiled and shared with the STUCO leadership via the high school principal at a scheduled meeting. During the meeting it was further explained what ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided additional feedback and had some great ideas that were shared.

Our plan include purchasing new laptops and ipads using (ECF) Emergency Connectivity Funds. We have remodeled our high school bathrooms to included touch free fixtures using Cares Funds. We will be using ESSER II and III funds to purchase new 7-12 math curriculum. Last year, we used ESSER II funds to purchase new K-6 math curriculum. We will be using ESSER III funds to purchase Edgenuity licenses for our 7-12 summer school program. IXL will be purchased at the grade school to address learning loss in the area of math and MathXL will be purchased at the Jr/Sr high school. The district will look to apply ESSER III dollars toward an HVAC upgrade at the grade school to provide a safer learning environment; currently there is no make-up air entering the building. Air purifiers were purchased for each classroom this year using the Kansas K-12 Stay Positive Test Negative grant. This grant was also used to fund a nurse's aide to ensure we had health room coverage in both buildings. Additional library materials will be ordered to help students' learning loss in the area of reading. The district will be using ESSER III funds to purchase and train staff in the use of Fastbridge. Fastbridge will be used to monitor student learning and assess social emotional needs. Curriculum from Second Step was purchased for our K-8 students and School Connect was purchased for 9-12 to address students social and emotional needs.

## Families

The ESSER III Funding Survey was sent to all USD 388 Pre-K-12 parents/guardians via our Apptegy communication program. The survey was able to be taken online using a laptop, phone, or other online device. We had 74 parents/guardians responding to the survey. The top ESSER areas indicated by our parents/guardians on the survey were:

- Additional instructional materials and resources (55%)
- Additional personnel and staff support for academic intervention (53%)
- After school tutoring programs (45%)
- Facility upgrades that support student health needs (41%)

These survey results were shared and discussed by the building principals at their April Site Base Council meetings. These councils are made up of parents, business representatives, community leaders, staff members, and students. Good discussion occurred and other ideas were developed.

These survey results were also shared with the board of education at their regularly scheduled May board meeting. The board and administrative staff discussed the best ways to spend our ESSER dollars.

In addition to purchases outlined under student responses, the district has committed ESSER II and III dollars to maintain small class sizes at the grade school in the early elementary years. We will also be using ESSER III dollars for incentive pay for staff. The last few years have been challenging and it is important that we maintain our high-quality staff. We will be using ESSER III funds for our 7-12 summer school program and our afterschool tutoring program during the 22-23 school year.

## School and District Administrators including Special Education Administration



We are a small Western Kansas school district. We have one superintendent and two building principals. We are part of the West Central Kansas Special Education Cooperative which has a director. We have weekly meetings to discuss a variety of topics. This past year we have had numerous meetings where we discuss our ESSER II & III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. Our special education director has been an active voice for those students who have special education needs. The top priorities discussed by the administrative team this year have been:

- Facility upgrades that support student health needs
- Expanded social and emotional learning and mental health services
- Summer learning programs
- Additional personnel and staff support for academic intervention
- Additional instructional materials and resources

In addition to what was outlined above, the district will be using ESSER III funds to support student social emotional needs by providing another year of Trauma Informed Training for all staff.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The Ellis School District operates with weekly Professional Learning Communities. We used this time for building administrators to meet with teachers and school staff regarding our ESSER III plan. The district also uses a district level Curriculum Coordinating Council to manage curriculum decisions, facilitate the KESA process, and plan in-service activities. The superintendent was able to lead a discussion over ESSER III uses and facilitate a discussion on how best to use our funds with this group. These PLC and CCC meetings lead to productive conversation and a chance to develop a solid plan for investing our ESSER dollars. Staff were also given a survey to help get data in regards to their input. We had 27 staff members respond to our online survey. The staff survey results indicated:

- Additional behavioral support and interventions (74%)
- Additional personnel and staff support for academic intervention (52%)
- Facility upgrades that support student health needs (52%)
- After school tutoring programs (44%)
- Summer learning programs (44%)

### **Tribes**

USD 388 has no tribal lands within 50 miles of our district to reach out to. We ran a report from our student information system to see if any of our students/families identify themselves as Native American. We currently have zero students who identify as Native American. Due to these constraints, we were unable to gather data in this area.

### **Civil Rights Organization including Disability Rights Organizations**

The superintendent called the following local civil rights organizations with the request of providing us suggestions on how we could best meet our students needs via an online survey:

- Developmental Services of Northwest Kansas
- Living Independently in Northwest Kansas
- Western Kansas Association of the Concerns of the Disabled

These groups agreed to help with this by completing our survey. The results for this group are as follows:

- Additional behavioral support and interventions (100%)
- After school tutoring programs (75%)
- Additional instructional materials and resources (50%)
- Providing additional technology for student use (50%)
- Expanded social and emotional learning and mental health services (50%)
- Offering additional extra-curricular activities (50%)
- Summer learning programs (50%)

Please refer to activities listed above.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

USD 388 has a very small population of students in each of these categories with the exception of children with disabilities. As outlined above we have had multiple meetings discussing ESSER uses with our special education director and other special education teaching staff through our PLC meetings. These individuals have served as advocates for these students within these conversations. In our survey that was sent to all parents/guardians, we asked them to indicate if they associated their children within one of these groups. We had seven parents return surveys with five marking they had a student with disabilities and two marking they had a student within the foster care system. They provided us the following suggestions:

- Additional personnel and staff support for academic interventions (86%)
- Additional behavioral support and interventions (57%)
- After school tutoring programs (57%)
- Facility upgrades that support student health needs (43%)
- Additional instructional materials and resources (43%)

Please refer to activities listed above.

### **Provide the public the opportunity to provide input and take such input into account**

Our survey was sent out to all parents of students in our Pre-K-12 grade programs, all 7-12 students, all staff members, multiple community organizations, and all board members. In total 206 surveys were completed.

Within these survey results the following students were represented:

- Pre-K Early Childhood (5 responses)
- Elementary Students (40 responses)
- Junior High Students (59 responses)
- High School Students (113 responses)
- Not Applicable (33 responses)

In looking at overall results within our survey, the following top 5 activities were outlined:

- Providing additional technology for student use (45.6%)
- Offering additional extra-curricular activities (41.7%)
- Additional instructional materials and resources (38.3%)
- Facility upgrades that support student health needs (37.9%)
- After school tutoring programs (32.5%)

All this information has been shared with our school board in open meeting. This information is available online through our BoardDocs program and all board discussions are recorded and posted to our USD 388 YouTube Channel.

### **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 388, the student attendance rate fell in the 20-21 school year. The number of students with chronic absenteeism was 10.5% (approximately 35 kids). This means they were absent from both in person and/or remote learning. In a district with a FTE of 350, this number was exceedingly high. Learning and instruction are both impacted when absenteeism numbers are this high. Our chronic absenteeism rate in 19-20 was 8.8% and 7.0% in the 18-19 school year.

There was also significant learning loss with our students since COVID-19 started in March of 2020. State assessment results for the past few years have shown an increase in the percent of students at level 1 with the biggest loss in the area of math. Our overall district math scores for students scoring at level 1 has gone from 19.32% in 18-19 to 22.34% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 has gone from 42.85% in 18-19 to 61.53% in 20-21. Students with Disabilities also showed an increase in the number of students scoring at level 1 over these years in both ELA and Science.

We have also seen a drastic increase in the number of students who are failing classes, specifically at the junior and senior high school level over the past three years. Our number of students who failed a course or courses has grown from 4 or 5 per year, to well over a dozen. This had led us to the point where we have implemented a more structured 7-12 summer school program to help these students to gain missed skills and stay on track to graduate with their peers.

**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)**

Ellis Jr/Sr high school will again be implementing a four-week summer school program for all students who have fallen behind academically. ESSER III funds will be used to purchase the curriculum and staff for this program. Our junior high students will focus on skill deficits and our high school students will focus on credit recovery. During the 22-23 school year, we will run an after-school program that will provide student tutoring and structured learning time for students who have fallen behind.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will continue to utilize the activities listed above and continue to implement new strategies as needed. As new programs are implemented, the district will add to and revise their request for funds. The district will be taking a closer look on how to implement ESSER III funds to improve the fresh air make up at the grade school 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.**

USD 388 will monitor student learning through the use of Fastbridge, state assessments, ACT, student success data, graduation rate, and local assessments. Fastbridge will also be utilized to monitor students' social emotional health and Second Step and School Connect will be used to provide social emotional support and education. The district will maintain two full time counselors, one in each attendance center. The district will continue to work with High Plains Mental Health to address the needs of our most needed students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$419,903	\$0	\$419,903	ESSER III Allocations	\$83,981
Approved Total	\$137,136	\$0	\$137,136	Approved Total	\$27,770
Amount Left	\$282,767	\$0	\$282,767	Amount Still Needed	\$56,211
In Review Total	\$257,924	\$0	\$257,924	In Review Total	\$100,000
Amount Left	\$24,843	\$0	\$24,843	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
388-3-0031	Direct	True	2000	110	12	\$100,000	Task Force Review
388-3-0032	Direct	False	2100	323	10	\$5,000	Task Force Review
388-3-0033	Direct	False	2213	110	12	\$18,424	Task Force Review
388-3-0034	Direct	False	1000	100	16	\$134,500	Task Force Review
388-3-0014	Direct	False	1000	644	12	\$26,970	Approved
388-3-0015	Direct	False	1000	110	16	\$63,000	Approved
388-3-0016	Direct	True	1000	110	11A	\$3,000	Approved
388-3-0017	Direct	True	1000	444	11A	\$2,020	Approved
388-3-0018	Direct	True	1000	444	12	\$1,400	Approved
388-3-0019	Direct	False	1000	330	12	\$3,250	Approved
388-3-0020	Direct	False	1000	110	12	\$1,100	Approved
388-3-0021	Direct	False	1000	330	3	\$2,100	Approved
388-3-0023	Direct	False	1000	641	12	\$3,160	Approved
388-3-0024	Direct	False	1000	330	12	\$2,925	Approved
388-3-0025	Direct	True	1000	330	12	\$3,000	Approved
388-3-0026	Direct	True	1000	330	12	\$14,850	Approved
388-3-0028	Direct	True	1000	150	11B	\$3,500	Approved
388-3-0029	Direct	False	1000	323	3	\$3,000	Approved
388-3-0030	Direct	False	1000	444	9	\$3,861	Approved

## Line Item Details

Line Item ID: 388-3-0031

**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

**Account Number**

07

**Function Code**

2000 - Support 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**

To hire literacy and instructional coaching for all staff in the areas of the core curriculum to address learning loss of students most impacted by COVID 19 which includes tier 2 and 3 students. students with disabilities, children experiencing homelessness and children in foster care.

<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>	\$100,000
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<b>Total Expenditures</b>	\$100,000
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**Status**

Task Force Review

Line Item ID: 388-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

2100 - Support Services (Students)

**Object Code**

323 - Student 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**

Since COVID and the stay at home order from two years ago, we are seeing more and more students who lack drive and ambition with schoolwork and are needing credit recover to graduate. These funds will be used to provide motivational and mental health services to accommodate the stresses and mental challenges caused by COVID 19 and impacted student learning. Topics will include bullying, suicide awareness, and stress management.

<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>	\$5,000
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**Status**

Task Force Review

Line Item ID: 388-3-0033

**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**

07

**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**

To mitigate learning loss among students due to the COVID-19 Pandemic, our staff have requested and we plan to provide extensive professional development, consultation, and support services to support our administrators, teachers, and paraeducators in the following areas: curriculum development, revision, implementation, and evaluation; instructional planning practices; and assessment development and implementation to include local and State assessments. To provide this professional development and support in a collaborative and cost effective manner, our district will use ESSER III funds to purchase registrations for professional learning opportunities in these areas. To include teacher leaders, literacy leader and math leader cadre.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,212
<b>Budgeted Expenditures in SFY 2024</b>	\$9,212
<b>Total Expenditures</b>	<u>\$18,424</u>

**Status**

Task Force Review

Line Item ID: 388-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW Finding and keeping quality staff is becoming more and more difficult. The stress of the pandemic has escalated this. To help ensure we keep quality staff incentive pay will be used next year. Each fulltime employee will receive \$1000 two times to be paid out in November 2023 and again in March 2024. We have 37 certified staff, 25 classified staff. The cost would include the incentive and taxes. Total is \$134,500.00

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$134,500
<b>Total Expenditures</b>	\$134,500

**Status**

Task Force Review

Line Item ID: 388-3-0014

**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**

07

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 7-12 math curriculum to help us address learning loss that occurred over the past two years. Our overall district math scores for students scoring at level 1 has gone from 19.32% in 18-19 to 22.34% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 has gone from 42.85% in 18-19 to 61.53% in 20-21. We are purchasing Houghton Mifflin Harcourt Intro Math Gr 7-8, Intro Algebra 1, Into Geometry, and Into Algebra II. For each of these we are purchasing digital copies that can be used at home on our student laptops and live online training for staff. In addition we are purchasing Biltzer, Algebra and Trigonometry through Savvas Learning Company.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$26,970
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$26,970</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please clarify the curriculum to be purchased.

Line Item ID: 388-3-0015



**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**

07

**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**

Finding and keeping quality staff is becoming more and more difficult. The stress of the pandemic has escalated this. To help ensure we keep quality staff incentive pay will be used next year. Each full-time employee will receive \$1000.

<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>	\$63,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$63,000</u>
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**Status**

Approved

Line Item ID: 388-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**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**

We will be holding summer school for students 7-12 who have fallen behind academically. These students are all at-risk students and will focus on students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Approved

Line Item ID: 388-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We utilize Edgenuity for our 7-12 summer school program. These students are all at-risk students.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,020**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,020**Status**

Approved

Line Item ID: 388-3-0018

**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**

07

**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**

We will purchase FastBridge as a tool to measure and address academic learning and social-emotional needs of students created by the COVID pandemic. This will assist us in supporting our students from low-income families and children with disabilities.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,400**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,400**Status**

Approved

Line Item ID: 388-3-0019

**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**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are bringing in an Fastbridge trainer for our teachers.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,250**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,250**Status**

Approved

Line Item ID: 388-3-0020

**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**

07

**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**

Teachers will be paid for off duty curriculum work to receive their Fastbridge training.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,100**Status**

Approved

Line Item ID: 388-3-0021

**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**

07

**Function Code**

1000 - Instruction

**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**

We will be receiving an additional round of Trauma Informed Training for all staff. This will assist us in meeting the academic and social emotional needs of our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,100
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$2,100
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**Status**

Approved

Line Item ID: 388-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing additional library books to enhance our reading selection. This will give our students who have fallen behind in reading more reading selections to choose from.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,160
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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>	\$3,160
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**Status**

Approved

Line Item ID: 388-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will continue to use Xello in student IPS development. We will utilize Method Test Prep to help student prepare for the ACT. Our ACT composite score fell from 20.8 in 2019 to 19.8 in 2020.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,925
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,925</u>

**Status**

Approved

Line Item ID: 388-3-0025

**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**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a subscription to IXL to assist our K-6 grade students who have fallen behind in Math with special attention give to students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

Line Item ID: 388-3-0026

**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**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a subscription to Math XL to assist our 7-12 students who have fallen behind in Math with special attention give to students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,850
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,850</u>

**Status**

Approved

Line Item ID: 388-3-0028

**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**

07

**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**

We will be running an after-school program for those students who fall behind academically. Their will be tutors available at this time. We will focus this attention on students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,500</u>

**Status**

Approved

Line Item ID: 388-3-0029

**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**

07

**Function Code**

1000 - Instruction

**Object Code**

323 - Student Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We would like to implement a school store to reward students for making improvements and being successful. Students can earn Railer Bucks by doing well academically, demonstrating positive behavior, etc. We will survey students to see what items they would be most interested in purchasing.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

Line Item ID: 388-3-0030

**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**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing Schoology again as our high school online learning software. When we first went remote, we found that students and parents were confused because each teacher was using their own different program. We researched learning platforms and selected Schoology as our platform. All 7-12 teachers are now using this platform to assist students in their learning and allow students who are quarantined at home to continue with instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,861
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,861</u>

**Status**

Approved





# ESSER III APPLICATION FOR D0405

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>
Lyons	800 South Workman, Lyons, KS 67554	800 South Workman, Lyons, KS 67554
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Bill Day	bday@usd405.com	(620) 257-5196

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Bill Day	Superintendent	bday@usd405.com	(620) 257-5196
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
jgoforth@usd405.com	jgoforth@usd405.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
dstrubhar@usd405.com	dstrubhar@usd405.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.usd405.com/article/481042>

## 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 continue to look for ways to enhance our ability to provide access to students to remediate for some of the learning loss over the past 18 months through remote learning applications so students can continue to participate in classes even when they are ill or otherwise quarantined. Prior to the pandemic we had very limited ability to provide for remote learning. However, with ESSER II funds, we have purchased new science and math curriculum with online components and access. We are focusing on doing the same for social studies and English Language Arts classes at all of our buildings. It is our hope that we can make adoptions in those two areas for the 22-23 school year. We are providing at home Internet services to families that do not have it without our assistance.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## **Students**

We surveyed students about their home Internet and devices to help guide our decisions for purchasing hot spots for families without high speed Internet. Because we have 1:1 computers to students in grades 2-12, we are already addressing the need for devices in the home. Students at the upper levels completed a paper and pencil survey and students at the lower grade levels were interviewed face to face to ascertain whether they needed additional assistance for technology or Internet access in the home. If it was determined that additional technology or Internet access was needed in the home, the parents were contacted to verify. If the need was legitimate, additional technology and/or Internet was supplied as needed. Additionally, each student who was identified as having a significant learning loss due to COVID, was assigned to after-school and summer school activities, at which, students gave input into some of their learning activities. As such, various groups planned activities and field trips to supplement the regular curricula.

## **Families**

We surveyed parents through a mail-out survey about their home Internet and devices to help guide our decisions for purchasing hot spots for families without high speed Internet. Because we have 1:1 computers: students in grades 2-12, we are already addressing the need for devices in the home. We also did a follow up digital survey with a link that was emailed to parents to get their additional input.

## **School and District Administrators including Special Education Administration**

We have surveyed teachers and staff several times concerning learning loss and have used the responses to craft after-school and summer school programs.

We have used information from regular education and special education administrators to hire an additional Title I reading para at our upper elementary school and an additional Title I reading teacher at our lower elementary school. We have used the survey results to begin looking for social studies and ELA curriculum with strong remote components.

We have also hired a social worker to work specifically with our special education students and families.

We have enhanced our ESL program with online accessible resources.

Department heads were surveyed about their greatest needs in response to the pandemic. We have used their responses to hire additional custodians, PPE, and equipment.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The school board got approval from the local teachers' union to offer FFCRA-type benefits again this school year. This will be available for all faculty and staff.

We have used information from regular education and special education administrators to hire an additional Title I reading para at our upper elementary school and an additional Title I reading teacher at our lower elementary school. We have used the survey results to begin looking for social studies and ELA curriculum with strong remote components.

We have also hired a social worker to work specifically with our special education students and families.

We have enhanced our ESL program with online accessible resources.

Department heads were surveyed about their greatest needs in response to the pandemic. We have used their responses to hire additional custodians, PPE, and equipment.

## **Tribes**

An email was sent to the closest tribe we could find, the Prairie Band Potawatomi Nation, but we did not receive a reply.

More importantly, several of our local Hispanic families identify as Native Americans, and their input is embedded within the surveys collected from our local families.

## **Civil Rights Organization including Disability Rights Organizations**

We have solicited input from the Disability Rights Center of Kansas through the "Contact" portal on their website. Currently, we do not have a reply from them.

## **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 gathered input through advisory groups such as our Migrant Education Program parent group and our Diversity Outreach Committee (Hispanic parent council) and site councils. Through those surveys and conversations, it was clear that the following supports were most needed.

1) Social-emotional supports for students and staff - We have full-time counselors in each building. We hired a social worker in 21-22 to assist students and families. Much of our professional development through this COVID-era has focused on mental health and social-emotional supports for our students and staff.

2) Additional staffing to help students recover from learning loss - We added an additional PAT teacher, an additional ESL teacher, a nurse assistant, an additional custodian, and a social worker since the beginning of COVID to address the new set of needs associated with the pandemic.

3) Facilities improvements to improve indoor air quality - We conducted an indoor air quality study. We hired an engineer to develop plans to address the indoor air quality deficiencies in our buildings.

You will see that these suggestions are reflective in the plan we developed.

In addition, we specifically solicited, via email, input from the Child Advocacy Center of Western Kansas and Kansas Action for Children, but did not receive a reply. As noted above, input was collected from the Rice County Special Services Cooperative. Our Migrant Education Program Coordinator and Migrant Education Program Director both gave their input as well as families from each of these groups through focus groups. We have contacted St Francis for their input representing the needs of foster students via the "Contact Us" button on their website, but have not received a reply. However, we did set up a teacher in-service for August 10 with St Francis Care Portal which is a simulation of a month in the life of a foster student. Our ESL coordinator and ESL parent liaison have given their input as well as noting the concerns of the ESL parents they work with.

We work closely with local law enforcement, the local court system, and our area mental health office, responding to each others' needs pertaining to services for our students. We are in constant contact with these organizations, and work well together.

### **Provide the public the opportunity to provide input and take such input into account**

At the beginning of the pandemic, we held public meetings, until those were halted, at which we garnered a great deal of input from many constituencies. After that, we held many of our COVID planning board of education meetings on Facebook Live and have given patrons the opportunity to give input. We a "Hearing of Visitors" section at the beginning of our board meetings during which parents, community members or others can offer their opinions. We have posted our various COVID plans on the school webpage and Facebook page since the beginning of the pandemic. The administration team and board use this input to guide decisions.

### **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.**

Of course, like all school districts in Kansas, when schools went fully remote in the Spring 2019 fourth quarter, we struggled to provide adequate learning opportunities for all students. Some excelled and some struggled. We worked with the community to provide resources. We worked with parents to give flexibility with their home resources and schedules.

The CARES Act, SPARK, and ESSER funding made it much easier to address the needs of the students and their families.

Otherwise, the district would not have been able to provide hotspots, PPE, online curriculum, adequate adult supervision of remote or face-to-face instruction.

During the 20-21 school year, USD 405 started a couple of weeks later than normal and added time to the daily schedule to make up for the missed time. We were in-person all year, with the exception of a week prior to Thanksgiving when we had so many adults quarantined as close contacts that we did not have sufficient adult supervision available to remain in-person and therefore had to go to remote.

We have spent a great deal of time and energy reviewing academic and social-emotional data gathered over the past 18 months to determine that indeed our students and staff have experienced some difficulties in both areas. Academically, we were pleasantly surprised to find that our various remote and hybrid learning opportunities have been somewhat effective as our student data was not nearly as low as we anticipated that it might be. The learning loss mirrored what was being experienced in other areas of the state and nation. Our overall math learning was 5-10% behind what would be considered normal and our ELA learning loss was in the 5% range. We disaggregated all data for special populations and found that they often had less learning loss than the general population. This is probably due to all the extra attention and resources that were used to ensure those groups had the necessary learning opportunities.

USD 405 has a higher than normal incidence of nearly every at-risk indicator. Our free and reduced percentage is higher than average, hovering in the mid-70s, most years (533 students).

Our special education population is 23% (169 students), or about 44% higher than average. We believe that much of this is due to high poverty, and the subsequent drug abuse and other adverse childhood experiences of our students and their families.

Our ESL percentages are also much higher than average at 21% (150 students).

Our Migrant population, 3% (22 students), is five times higher than the state average.

As noted before, the individual effects on students or groups of students is not uniform. Many of our special populations did not experience learning loss, others did. Sometimes there was loss in one subject area but not another.

The social-emotional data reveals that all people, from administration to students to parents are tired and discouraged from all the changes and all the conflicting information and data from seemingly reliable sources on both sides of every issue.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We are planning to enhance our ability to offer robust after-school and summer school opportunities over the next couple of years. Our teachers have reviewed student data and are using it to determine the best means of addressing learning loss in terms of groups and individuals. The projected use of ESSER funds has been made by incorporating the input of our stakeholder groups to determine the most significant concerns and best course of action. New curriculum in social studies and ELA with a remote component has been determined to be a great need. Programs for after-school and summer school remediation have also been identified as significant needs. Teachers are working to develop these with an emphasis on addressing learning loss.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We have had an Indoor Air Quality study done in our buildings. The IAQ shows that, as suspected, our buildings do not circulate sufficient fresh air to meet IAQ recommendations. It is obvious to us that we must address this issue with our remaining ESSER III funds. We have several million dollars worth of needed replacements and repairs, and although the ESSER funding will not cover the majority of the needed upgrades, the ESSER funds will definitely make it easier for us to accomplish the goal of better IAQ. We expect to use 80% of our ESSER III allotment or about 1.4 million dollars to jump start our IAQ projects.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We have surveyed our most significant stakeholder groups including students, staff, parents. We have kept our stakeholders informed of our plans and given stakeholders avenues of input. We have created a prioritized needs assessment. We have studied our student data and determined our greatest needs in terms of learning loss and remediation. We are developing plans to address those needs, taking into account the input from stakeholder groups. We work closely with staff and parents in the special groups. We have increased our staffing and resources to assist in those special populations. As the year progresses, we will continue to seek input from stakeholders and make sure that we are addressing our greatest needs.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,703,517	\$0	\$1,703,517	ESSER III Allocations	\$340,704
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,703,517	\$0	\$1,703,517	Amount Still Needed	\$340,704
In Review Total	\$1,703,517	\$0	\$1,703,517	In Review Total	\$342,029
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
405-3-0012	Direct	True	1000	110	12	\$18,688	Task Force Review
405-3-0013	Direct	True	1000	120	1B	\$2,808	Task Force Review
405-3-0014	Direct	True	1000	110	11A	\$20,226	Task Force Review
405-3-0015	Direct	True	1000	120	11A	\$39,447	Task Force Review
405-3-0016	Direct	True	1000	110	12	\$29,258	Task Force Review
405-3-0017	Direct	True	1000	220	12	\$9,366	Task Force Review
405-3-0018	Direct	True	1000	290	12	\$212	Task Force Review
405-3-0019	Direct	True	1000	600	12	\$112,000	Task Force Review
405-3-0020	Direct	True	2100	600	12	\$6,000	Task Force Review
405-3-0021	Direct	True	1000	120	12	\$27,192	Task Force Review
405-3-0022	Direct	True	1000	210	12	\$12,000	Task Force Review
405-3-0023	Direct	True	1000	610	11B	\$2,500	Task Force Review
405-3-0024	Direct	False	1000	700	12	\$57,309	Task Force Review
405-3-0027	Direct	True	2710	122	12	\$91	Task Force Review
405-3-0028	Direct	True	2710	260	12	\$1	Task Force Review
405-3-0029	Direct	True	2710	122	12	\$1,185	Task Force Review
405-3-0030	Direct	False	2600	460	13	\$1,304,179	Task Force Review
405-3-0031	Direct	True	1000	110	12	\$61,055	Task Force Review

## Line Item Details

Line Item ID: 405-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Program-Certified

**Account Number**

07E10001180000361

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is for certified teachers' wages who are teaching the after school program for students in the district.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$11,844**Budgeted Expenditures in SFY 2023** \$6,844**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$18,688**Status**

Task Force Review

Line Item ID: 405-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Program-Classified

**Account Number**

07E10001210000361

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are developing robust after-school and summer school programs to further focus on learning loss recovery. These will continue to evolve over the 21-22, 22-23 and 23-24 school years.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,808**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,808**Status**

Task Force Review

Line Item ID: 405-3-0014

**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**

Summer School Salaries-Certified

**Account Number**

07E1000120000361

**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**

We are developing robust after-school and summer school programs to further focus on learning loss recovery. These will continue to evolve over the 21-22, 22-23 and 23-24 school years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,408
<b>Budgeted Expenditures in SFY 2023</b>	\$14,818
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,226</u>

**Status**

Task Force Review

Line Item ID: 405-3-0015

**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**

Summer School Salaries-Classified

**Account Number**

07E1000120000361

**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**

We are developing robust after-school and summer school programs to further focus on learning loss recovery. These will continue to evolve over the 21-22, 22-23 and 23-24 school years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,250
<b>Budgeted Expenditures in SFY 2023</b>	\$34,197
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$39,447</u>

**Status**

Task Force Review

Line Item ID: 405-3-0016



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Academy-Certified

**Account Number**

07E10001130000361

**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**

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 curriculum as well as other software programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$17,100
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<b>Budgeted Expenditures in SFY 2023</b>	\$12,158
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$29,258</u>
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**Status**

Task Force Review

Line Item ID: 405-3-0017

**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**

FICA/FICM

**Account Number**

07E10002200000361

**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/FICM for after school program/summer school program/teacher academy

<b>Budgeted Expenditures in SFY 2021</b>	\$4,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$5,366
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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>\$9,366</u>
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**Status**

Task Force Review

Line Item ID: 405-3-0018

**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**

Unemployment

**Account Number**

07E10002500000361

**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**

Unemployment for after school program/summer school program/teacher academy

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$106**Budgeted Expenditures in SFY 2023** \$106**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$212**Status**

Task Force Review

Line Item ID: 405-3-0019

**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**

Classroom Supplies

**Account Number**

07E10006010000361

**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**

social studies and ELA curriculum

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$50,000**Budgeted Expenditures in SFY 2023** \$62,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$112,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Notes from Common App: Prior to the pandemic we had very limited ability to provide for remote learning. However, with ESSER II funds, we have purchased new science and math curriculum with online components and access. We are focusing on doing the same for social studies and English Language Arts classes at all of our buildings. It is our hope that we can make adoptions in those two areas for the 22-23 school year.

Line Item ID: 405-3-0020

**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**

Parents as Teachers Supplies

**Account Number**

07E21006100000361

**Function Code**

2100 - Support Services (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**

supplies for reading and family activities

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Additional info from SUPT 12-15-21: Because of the covid disruptions, the PAT program has had to do more remote sessions with parents and are unable to take their supplies and equipment with them on home visits. These funds allow the PAT program to purchase supplies and equipment that can be dropped off with the parents and visits can be done virtually and the student have the equipment needed to perform the tasks.

Line Item ID: 405-3-0021

**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**

Classified Wages-Title I Wages

**Account Number**

07E10001220000361

**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**

wages for Title I para to assist with reading and/or math

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$12,500**Budgeted Expenditures in SFY 2023** \$14,692**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$27,192**Status**

Task Force Review

Line Item ID: 405-3-0022

**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**

Definged Fringe for Title I Para

**Account Number**

07E10002100000361

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health fringe benefit for Title I para

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,000**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Task Force Review

Line Item ID: 405-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Program Supplies

**Account Number**

07E10006120000361

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

supplies for after school program

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,500**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,500**Status**

Task Force Review

Line Item ID: 405-3-0024

**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**

Equipment

**Account Number**

07E10007010000361

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Laptops for our lower elementary students: When the COVID disruptions began, our lower elementary students did not have remote or hybrid education options because we did not have computers for them. This line item is for the purchase of laptops for our lower elementary students so that they have remote and hybrid education options in the event of COVID or similar disruptions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$57,309
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$57,309</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 405-3-0027

**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**

FICA/FICM

**Account Number**

07E27112200018361

**Function Code**

2710 - Vehicle Operation

**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**

FICA/FICM for bus driver transporting students to summer school activities at the Kansas Cosmosphere in Hutchinson for 3 week long STEM camp for 3rd, 4th, & 5th graders in the Summer of 2022.

<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>	\$91
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$91</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 405-3-0028

**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**

Unemployment

**Account Number**

07E2711250000361

**Function Code**

2710 - Vehicle Operation

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for bus driver wages for transporting students to summer school activities at the Kansas Cosmosphere in Hutchinson for 3 week long STEM camp for 3rd, 4th, & 5th graders in the Summer of 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 405-3-0029

**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**

Bus Driver Wages

**Account Number**

07E27111280018361

**Function Code**

2710 - Vehicle Operation

**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**

Bus driver wages for transporting students to summer school activities at the Kansas Cosmosphere in Hutchinson for 3 week long STEM camp for 3rd, 4th, & 5th graders in the Summer of 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,185
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,185</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 405-3-0030



**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**

HVAC Improvements

**Account Number**

07E26004600000361

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

460 - Repair of Buildings

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We have had an Indoor Air Quality study done in our buildings. The IAQ shows that, as suspected, our buildings do not circulate sufficient fresh air to meet IAQ recommendations. It is obvious to us that we must address this issue with our remaining ESSER III funds. We have several million dollars worth of needed replacements and repairs, and although the ESSER funding will not cover the majority of the needed upgrades, the ESSER funds will definitely make it easier for us to accomplish the goal of better IAQ. We expect to use 80% of our ESSER III allotment or about 1.4 million dollars to jump start our IAQ projects. Allowable if CDC guidelines are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$454,267
<b>Budgeted Expenditures in SFY 2023</b>	\$454,267
<b>Budgeted Expenditures in SFY 2024</b>	\$395,645
<b>Total Expenditures</b>	<u>\$1,304,179</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met.

Line Item ID: 405-3-0031

**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**

Title Reading Teacher

**Account Number**

07E10001110011361

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is wages for a Title I Reading teacher at Park Elementary. The teacher will assist with reading learning loss at school

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$37,360**Budgeted Expenditures in SFY 2024** \$23,695**Total Expenditures** \$61,055**Status**

Task Force Review

# ESSER III APPLICATION FOR D0408

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Marion-Florence	101 N Thorp, Marion, KS 668611125	101 N Thorp, Marion, KS 668611125
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lee Leiker	lee@usd408.com	(620) 382-2117

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kristi Mercer	Clerk of the Board	mercekri@usd408.com	(620) 382-2117
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Jordan Metro	metrojor@usd408.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1522681/USD\\_408\\_Plan\\_1-19-22\\_BOE\\_\\_Approved\\_\\_1\\_.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1522681/USD_408_Plan_1-19-22_BOE__Approved__1_.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We would like to purchase some new touchless water fountains to help eliminate possible exposure points. We would also like to purchase a couple of additional school buses and an activity bus to allow for social distancing on buses. We would be able to send multiple buses to a sporting event if needed as well as make some of our routes shorter to allow for fewer kids on a bus as well as shortened time on the bus.

We would like to replace our phone and intercom system to allow for better paging into classrooms as well as being able to contact classrooms without sending additional individuals into a room to make contact. This will be beneficial in the case of a quarantined classroom.

To assist with the increased testing and contact tracing that our school nurse does, we would like to hire a part-time nurse to assist with the nurse duties that are being neglected.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## **Students**

There are students included in the High School Building Improvement Team. We received feedback from students on what summer learning options were needed at the High School. During parent/teacher conferences in Spring of 2021 and Fall of 2021, students attended the conferences in some cases. They were allowed to contribute to the conference. They described their struggles with learning during the pandemic, especially when they were forced to learn remotely, or were missing school for quarantines. The students helped identify the subjects they struggled the most in, especially when learning remotely.

## **Families**

We sent a survey out to all parents asking for input on the District's response to the pandemic and what they suggested for improvements. All families had the opportunity to respond to the survey. We had 295 responses out of the roughly 350 families that would have received the survey. We received feedback on how online learning went during the initial part of the pandemic and most were agreeable that their children needed to be in the classroom learning new things, not just maintaining what they had already learned. They were also concerned with the safety of the buildings.

We also met with parents through our Building Improvement Team meetings to get more perspectives on how the funds should be spent. Each building had 2 - 5 parents on their Building Improvement Team. Parents at the BIT meetings shared concerns regarding social distancing requirements and learning loss during the online timeframe of the pandemic.

Parents were talked to during the parent/teacher conferences during the pandemic. The Fall conferences were mandatory, and we had high attendance at the Fall 2021 conferences. In some instances, the students were included in the conferences, too. While reviewing test scores from the previous year and the NWEA testing done in Fall 2021, parents shared their concerns with math scores going backwards in some cases or not increasing like you would expect them to from fall 2020 to spring 2021.

## **School and District Administrators including Special Education Administration**

The School and District Administrators met on a weekly basis to determine the needs of the District as it pertained to our ESSER III Plan. We discussed how to improve our facilities to allow for increased social distancing, air flow/ventilation and cleaning. We also discussed the learning loss that had taken place during the pandemic and worked on plans to allow for increased learning opportunities as well as targeting the areas that showed the most consistent learning loss. The group also discussed the need for retention bonuses to encourage our staff to continue working for the District and not leave education due to the added responsibilities we were placing on the staff as well as the health concerns.

School and District Administrators also reached out to their peers in other Districts to gain ideas on how other Districts were putting together their plans and what they were focusing on.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Principals met with teachers in their buildings to discuss the needs within each building in regards to improving facilities for social distancing, cleaning, ventilation. They also reviewed test scores to help identify areas of learning loss that could be attributed to the pandemic. Teachers helped plan for summer school learning opportunities that could be offered to focus on the students that suffered the most learning loss and weren't covered by other summer school sessions.

The District School Improvement Team also met several times during the school year to discuss curriculum and ideas on how to address the learning loss as well as identifying curriculum they wanted to recommend to purchase.

## **Tribes**

Even though we do have some Native American Students, the number of families and students who are Native American is relatively small. We did not have any Native American families return our survey. We did visit with the parents and students of these families during Parent/Teacher conferences, and like many of our families, they are concerned about the safety of our schools and disinfecting of surfaces within our schools throughout the day.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the Kansas Action for Children to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights and the opening of schools for in person education. The Kansas Action for Children representative suggested we focused on the physical infrastructure of our schools to provide clean air and increased disinfecting, to provide as much touchless technology as possible in the daily operation of our schools, to address teacher retention, to focus on student nutrition, to limit visitors by doing virtual governance and communication, and to maintain as much social distancing as possible.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

District Administrator met with the County Health Nurse to formulate plans for what changes needed to be made to our facilities to help mitigate exposure.

We also work closely with our local Families and Communities Together organization as well as local social case workers to determine changes needed to help address the needs of our children in foster care as well as the underserved students in our District. This collaboration was during normal meetings that the Families and Communities Together organization conducted as well as informal conversations with the Director as well as a Prairie View Case Worker that our District works very closely with.

We have worked with our Site Councils to discuss and develop safety strategies and support plans to reopen schools safely and to adjust our educational plans and policies to meet the needs of our various student subgroups. We are working closely with our Special Education Cooperative (MCSEC) to implement strategies for improved learning for our students on IEP's and students with disabilities, while maintaining safe and healthy educational environments. This includes regular meetings with Special Education Teachers, School Psychologists, and Counselors to quickly address needs of special education students and our English Language Learners. In developing our ESSER support plan, we have coordinated with the Marion Police Department to identify homelessness or any incarcerated within our district in order to quickly contact these families and address their personal and educational needs. Most of our foster care students also have an IEP and are part of the group that are benefitting from intervention strategies utilized through special education for safe and supportive schools. Survey data from foster care families and migratory families not on an IEP, have similar concerns with the health and safety of students and will be addressed through strategies and plans that meet the needs of all students within the district.

### **Provide the public the opportunity to provide input and take such input into account**

Administrators and Board Members fielded questions and suggestions from the general public as they were approached at various events or in public settings. While we did not have a formal survey of the public, our administrators and board members have informally requested suggestions and feedback from the general public in their everyday dealings with the community. A large portion of our community are parents and grandparents of the children we serve and included in other stakeholder areas of this survey.

Feedback received included the need to address the learning loss that our students incurred during the pandemic, especially during the timeframe that we were forced to be remote learning. They also have expressed the need to retain quality teachers and staff to help keep a stable learning environment. They also indicated a need to address the mental well being of our students and help address the mental health issues that were created by the pandemic.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

USD 408 has approximately 500 students PreK-12 enrolled at two attendance centers. The first attendance center is a PreK-5 building and the second location houses a 6-8 middle school and a 9-12 high school. In March of 2020, the school year abruptly changed due to the coronavirus and the remainder of the 2019-2020 school year was cut short and completed through remote learning. The shortened year and the remote learning did not meet the educational needs of most of the students. The start of the 2020-2021 academic year was delayed due to Covid-19 and the year also was plagued with considerable remote learning for the students. This delay and remote education exacerbated the instructional and educational loss for the students. The 2021-2022 school year was once again tormented with challenges due to the ongoing coronavirus pandemic. There were continual quarantines of both students and staff, low attendance rates, chronic absenteeism, disrupted learning, and significant learning loss.

Our high school ACT scores document continual declining scores in all tested areas. Math scores have fallen from 21.4 in 2018-2019 to 18.8 in 2021-2022. Reading declined from 22.3 in 2018-2019 to 19.5 in 2021-2022. English scores fell from 20.7 in 2018-2019 to 17.3 in 2021-2022. Science scores dropped from 21.2 in 2018-2019 to 19.4 in 2021-2022. STEM scores fell from 21.6 in 2018-2019 to 19.3 in 2021-2022 and the Composite scores went from 21.6 to 18.8 during the same time period. Historically, the ACT scores for district students have either risen or at least been sustained near the 2018-2019 levels and they have never consistently fallen across the board as the data currently shows.

Our NWEA testing data, as well as our FastBridge data from the spring of the 2021-2022 academic year have revealed two areas of concern: The range between the high performing student scores and the low performing student scores has broadened. Also, the number of students scoring in the "some risk" and the "high risk" categories has increased. These two concerns are evident in both reading and math in both the elementary school and the middle school.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We are providing afterschool homework assistance for grades 6-12 one day a week. This allows students to get additional one-on-one assistance if they need assistance. This helps students that are falling behind due to increase absences from being ill or quarantined. It also provides the opportunity for those students that are struggling with concepts in their classes due to learning loss that occurred during the previous two years and is impacting their level of understanding.

We are offering Summer School to the lowest 6-8 students who are not on an IEP in each grade level, grade K-5. We have always had a SPED Summer School, but this will hit the students that are not necessarily low enough to meet having an IEP, but do not meet the levels in the regular education classroom. The students were chosen through Fastbridge data and combined with the needs in each reading and math.

We are also offering a musical theatre summer camp for grades 3-12 to help offset missed opportunities in the fine arts during the past two and a half years.

We are also offering a math summer program for 8th graders going into high school to help them learn algebra to better prepare them for high school math courses. This population has suffered learning loss in math and are not as prepared for the high school math courses.

Over 20% of our ESSER funds will be used to address the negative academic impact that was created by the lost instructional time from Covid-19. We will be purchasing curriculum materials and STEM equipment to address learning loss. We will put a strong focus on core academic areas at all grade levels. We will be providing extra study times outside the school day where teachers will be available to help students regain educational levels that reflect our pre-coronavirus data. We will also provide online opportunities to help students who are struggling with coursework. In order that high school students will have the opportunity to still be on track to graduate as scheduled, we will use ESSER funds to provide credit recovery opportunities for students who need it. We will also be using ESSER funds to hire and train additional aides in order to provide additional one-on-one education for those students who show some of the greatest academic loss through the pandemic. Funds will also be utilized to purchase technology equipment to allow students greater access to the internet in order to access learning tools that will enhance learning outside the regular school day.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will pay a staff retention incentive to encourage our staff members to continue to work in our District. It has become increasingly harder to find teachers and support staff to be willing to work in the education setting due to the ever changing requirements of the pandemic as well as the personal health concerns.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Over 20% of our ESSER funds will be used to address the negative academic impact that was created by the lost instructional time from Covid-19. We will be purchasing curriculum materials and STEM equipment to address learning loss. We will put a strong focus on core academic areas at all grade levels. We will be providing extra study times outside the school day where teachers will be available to help students regain educational levels that reflect our pre-coronavirus data. We will also provide online opportunities to help students who are struggling with coursework. In order that high school students will have the opportunity to still be on track to graduate as scheduled, we will use ESSER funds to provide credit recovery opportunities for students who need it. We will also be using ESSER funds to hire and train additional aides in order to provide additional one-on-one education for those students who show some of the greatest academic loss through the pandemic. Funds will also be utilized to purchase technology equipment to allow students greater access to the internet in order to access learning tools that will enhance learning outside the regular school day.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$606,625	\$0	\$606,625	ESSER III Allocations	\$121,325
Approved Total	\$87,500	\$0	\$87,500	Approved Total	\$0
Amount Left	\$519,125	\$0	\$519,125	Amount Still Needed	\$121,325
In Review Total	\$171,518	\$0	\$171,518	In Review Total	\$110,103
Amount Left	\$347,607	\$0	\$347,607	Amount Still Needed	\$11,222

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
408-3-0004	Direct	True	1000	610	12	\$5,036	Task Force Review
408-3-0005	Direct	False	1000	610	12	\$55,822	Task Force Review
408-3-0006	Direct	True	1000	110	4	\$105,067	Task Force Review
408-3-0008	Direct	False	1000	610	7	\$5,593	Task Force Review
408-3-0001	Direct	False	1000	110	4	\$87,500	Approved

## Line Item Details

Line Item ID: 408-3-0004

<b>Allocation Type</b> Direct Allocation	<b>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</b> YES - this item is marked for Learning Loss Set Aside Expenditure	
<b>Account Name</b> ESSERF	<b>Account Number</b> 6510001100000000	
<b>Function Code</b> 1000 - Instruction	<b>Object Code</b> 610 - General Supplies and Materials	<b>Allowable Use</b> 12 - Addressing learning loss among students, including vulnerable populations.
<b>Please describe the expenditures within the account and how they will address a COVID-19 need</b>		
This program is for intensive phonics training for grades 3 - 5. This will help address learning loss that was identified as a result of the pandemic. Utilizing our Fastbridge testing data combined with observations, we identified groups for MTSS that will use this new curriculum. The MTSS groups serve students with disabilities as well as regular education students that are struggling with reading.		
<b>Budgeted Expenditures in SFY 2021</b>	\$0	<b>Status</b> Task Force Review
<b>Budgeted Expenditures in SFY 2022</b>	\$5,036	
<b>Budgeted Expenditures in SFY 2023</b>	\$0	
<b>Budgeted Expenditures in SFY 2024</b>	\$0	
<b>Total Expenditures</b>	\$5,036	

Line Item ID: 408-3-0005



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510006100000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The new math curriculum for PK-5th grade was specifically purchased to target areas in which our Fastbridge, State Assessments, and local assessments showed our elementary students have fallen behind due to lost instructional time and remote learning time that were a direct result of Covid. The new math curriculum is designed to provide increased remedial and review material, while also progressing students with the essential knowledge to be prepared for each upcoming year. While our data shows overall learning loss in math, our students with IEP's suffered significant loss, which we believe this math curriculum addresses well. Ultimately, this new math curriculum is essential to help us to recover the documented learning loss suffered through the Covid years in order to get elementary students properly prepared to be successful in middle school and high school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$55,822
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,822</u>

**Status**

Task Force Review

Line Item ID: 408-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our Fastbridge, State Assessments, and local assessments showed our elementary students have fallen behind due to lost instructional time and remote learning time that were a direct result of Covid. In school year 2021-2022 we added a third section to our fifth grade for that year to help address learning loss that was identified in that specific grade. This grade had overall learning loss but the students with IEP's suffered significant loss. We felt that giving this class a lower teacher to student ratio would help them gain back some of the learning loss they experienced and give them a better chance of being successful in middle school the following year.

In school year 2022-2023, we took that extra teacher and created a Title I Math program to address the learning loss for the elementary students as a whole. Having a Title I teacher that can work with our students that have been identified as having significant loss will give them additional opportunities to overcome the learning loss they experienced during covid. Our low income and students with disabilities make up the majority of our Title I Math students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$49,864
<b>Budgeted Expenditures in SFY 2023</b>	\$55,203
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$105,067</u>

**Status**

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**

ESSERF

**Account Number**

6510006100000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The District has increased the amount of cleaning and disinfecting in our buildings since the start of the pandemic. This particular item is for the cleaning chemicals we purchased for cleaning during the first semester of SFY2023. This would include disinfectants, hand sanitizer, hand soap and mopping chemicals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,593
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,593</u>

**Status**

Task Force Review

Line Item ID: 408-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenditures were for retention pay for our staff. We wanted to encourage staff to remain with our District so that we didn't have a high turnover. With the learning loss our students incurred, having a consistent staff would enable us to deliver seamless instruction to address the needs of those students.

Certified Staff - 54 staff \$53,500, paid 12/14/2021

Classified Staff - 40 staff \$34,000, paid 12/20/2021

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$87,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$87,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding the incentive, the number of staff to be paid (reported in categories if applicable), the premium pay amount(s) and the anticipated payment date.

# ESSER III APPLICATION FOR D0476

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>
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 attributed 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	\$136,251	\$0	\$136,251	In Review Total	\$136,251
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
476-3-0002	Direct	True	1000	110	12	\$136,251	Task Force Review

## Line Item Details

Line Item ID: 476-3-0002

### 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 (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.

\*\*\*CHANGE...The remaining ESSER III Funds will be used for continued employment of an Intervention Specialist for FY @3 & FY 24.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$33,251

**Budgeted Expenditures in SFY 2023** \$50,000

**Budgeted Expenditures in SFY 2024** \$53,000

**Total Expenditures** \$136,251

### Status

Task Force Review



# ESSER III APPLICATION FOR D0480

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>
Liberal	7 Parkway Blvd, Liberal, KS 67901	Box 949, Liberal, KS 679050949
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Todd Carter	todd.carter@usd480.net	(620) 604-1010

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Todd Carter	Superintendent	todd.carter@usd480.net	(620) 604-1010
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Nila Newton		nila.newton@usd480.net	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Jerry Clay		jerry.clay@usd480.net	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd480.net/article/498559>

## 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 480 has worked with various entities in our community to make sure we are continuing to follow the most up-to-date CDC and KDHE guidance as we have moved through this pandemic. Our District Plan for Safe Return to In-Person Instruction and Continuity of Services directly incorporates CDC recommended mitigation strategies for the safe reopening and operation of our schools. This includes following state and local regulations/mandates for the proper use of masks, supporting our student, teacher, school leader and family community to engage in hygiene practices such as frequent handwashing, and more. ESSER funds will be used to support the specific, CDC-recommended strategies to include:

- 1) USD 480 will continue to provide additional hand sanitizing stations, make masks available to any person who enters one of our buildings, practice social distancing, continuing to disinfect surfaces, and work closely with the Seward County Health Department to identify and mitigate any COVID-19 outbreaks.
- 2) We will continue to provide stations at the entrance of each building for individuals to check their temperature before entering the building.
- 3) USD 480 has added an additional nurse to help identify and contain COVID cases within our school system; this additional nurse has also allowed our head nurse to spend more time working with the Seward County Health Department without losing a nurse at one of our schools.
- 4) USD 480 has also begun the process of upgrading our ventilation systems at our older buildings to insure they are up to the highest and most current standards and ensuring ventilation systems in schools operate properly when facilities are occupied to increase air turnover.
- 5) We have closed off all public water fountains to reduce the risk of transmission while providing alternative sources of hydration.
- 6) USD 480 will continue cleaning frequently used surfaces with increased focus on "touch point sanitation" (such as door handles, handrails and bathrooms) and will ensure the provision of personal protective equipment.

In addition to the above CDC-supported mitigation strategies, we will continue to work with the Seward County Health Department on a routine basis to follow the KDHE guidelines for contact tracing, isolation and quarantine orders. USD 480 will make reasonable accommodations for children with disabilities and will provide tiered support and disability services to meet the individual academic needs of all students. Staff social, emotional and mental health services will be addressed through grant supported professional development and health/mental health benefits provided by the District.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In addition to making our 9-part survey available to all students, we specifically targeted a cross-section of students that would give us a good representation of our total student population for an in-person survey. During the survey process, we explained the importance of their responses to the survey on the future of our school system. The students we directly reached out to and surveyed provided USD 480 with meaningful and thoughtful responses. They listed "Staff Quality and Retention" as well as "Social-Emotional Learning" as chief concerns moving forward. They also emphasized that the COVID-19 pandemic added additional strain to their mental health and were grateful to be able to return to in-person learning where they were able to see their counselors and teachers everyday.

USD 480 ESSER III Survey - Students

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices	Response	Percent	Responses
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Parent	0.0%	0
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Student	100.0%	19
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Community Member	0.0%	0
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Business Owner 0.0% 0  
 External Service Provider for Students 0.0% 0  
 Staff Member 0.0% 0  
 Other (please specify) 0.0% 0  
 Answered 19  
 Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses  
 Tribes 0.0% 0  
 Civil Rights Organizations (including disability rights) 5.26% 1  
 Representing interests of children with disabilities 5.26% 1  
 Representing interests of children with English Language Learners 5.26% 1  
 Representing interests of children experiencing homelessness 5.26% 1  
 Representing interests of children in foster care 5.26% 1  
 Representing interests of migratory students 5.26% 1  
 None 94.74% 18  
 Other (please specify) 0.0% 0  
 Answered 19  
 Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses  
 PreK-5 0.0% 0  
 6-8 0.0% 0  
 9-12 0.0% 0  
 I do not have children in the school system. 100.0% 18  
 Answered 18  
 Skipped 1

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	0	9	7	3	19
Afterschool Programs	0	7	6	6	19
Personalized Interventions	0	3	10	6	19
Enhanced Technology	0	3	8	8	19

Answered 19  
 Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	4	10	5	19
Math materials and interventions	0	4	9	6	19
English materials and interventions	0	6	9	4	19
English Language Learner materials and interventions	0	5	5	9	19
Science materials and interventions	0	4	10	5	19
Social Studies materials and interventions	0	5	11	3	19

Answered 19  
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	0	2	9	8	19
Parent Resources	0	4	6	9	19
Staff and administrator training	0	2	6	11	19
Evaluation of the Social Emotional Learning Program	0	3	7	9	19
Answered	19				
Skipped	0				

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	3	9	7	19
Teacher quality and retention	0	2	8	9	19
Support for specific student populations (Special Education, English Language Learners)	0	3	6	10	19
Data support for teachers and administrators	0	4	12	3	19
Answered	19				
Skipped	0				

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	0	1	10	8	19
Enhanced cleaning technology	0	3	8	7	18
Answered	19				
Skipped	0				

Q9. Please add any other strategies or suggestions we should be considering.

Answered 10

Skipped 9

## Families

We provided access to our 9-part survey to every family in our district through every digital modality at our disposal. We provided the survey in both English and Spanish to accommodate the population we serve. Our local media outlets also helped us remind and encourage our families of the importance of the survey. Over 44 percent of all of our respondents were parents of at least one student in our district.

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 100.0% 92

Student 0.0% 0

Community Member 27.17% 25

Business Owner 13.04% 12

External Service Provider for Students 0.0% 0

Staff Member 33.7% 31

Other (please specify) 4.35% 4

Answered 92

Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 6.98% 6

Civil Rights Organizations (including disability rights) 9.3% 8

Representing interests of children with disabilities 22.09% 19

Representing interests of children with English Language Learners 10.47% 9

Representing interests of children experiencing homelessness 8.14% 7

Representing interests of children in foster care 11.63% 10

Representing interests of migratory students 8.14% 7

None 65.12% 56

Other (please specify) 1.16% 1

Answered 86

Skipped 6

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 42.39% 39

6-8 45.65% 42

9-12 44.57% 41

I do not have children in the school system. 3.26% 3

Answered 92

Skipped 0

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices Not Important Somewhat Important Important Very Important Total

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	13	24	36	17	90
Afterschool Programs	8	18	35	28	89
Personalized Interventions	4	12	30	42	88
Enhanced Technology	6	13	33	24	76

Answered 92

Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices Not Important Somewhat Important Important Very Important Total

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	6	33	50	89
Math materials and interventions	0	5	37	46	88
English materials and interventions	1	7	37	38	83
English Language Learner materials and interventions	3	7	33	38	81
Science materials and interventions	2	13	36	28	79
Social Studies materials and interventions	3	16	34	27	80



Answered 92  
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	6	14	33	36	89
Parent Resources	5	22	32	30	89
Staff and administrator training	3	13	28	43	87
Evaluation of the Social Emotional Learning Program	5	19	32	31	87

Answered 91  
 Skipped 1

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	4	25	60	89
Teacher quality and retention	0	3	18	69	90
Support for specific student populations (Special Education, English Language Learners)	3	12	25	48	88
Data support for teachers and administrators	11	15	34	28	88

Answered 91  
 Skipped 1

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	4	10	30	46	90
Enhanced cleaning technology	8	12	43	28	91

Answered 91  
 Skipped 1

Q9. Please add any other strategies or suggestions we should be considering.

Answered 28  
 Skipped 64

All of our school and district administrators, including our special education administrators, were encouraged to participate in our district-wide survey. Our results showed that we were able to collect insightful information from a high percentage of our district administrators.

Survey responses were received anonymously, which we believe encouraged more candid input from our respondents. Administrators from every level of USD 480 have been able to provide input throughout the entire ESSER process and have had unrestricted access to the District Leadership Team and the Superintendent.

We did not collect responses from administrators separately from other staff - their responses will be included below.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 480 made the ESSER survey available to every staff member of the district via our school email system, as well as on our district website. Over forty-four percent (44%) of all respondents stated they were employed by USD 480. Administrative teams at each facility were encouraged to work together to discuss pandemic related issues that ESSER funding could help resolve, both on a district level as well as at the campus level and to provide those results to the District Leadership Team. Input from the survey as well as feedback from our administrators was considered in the development of this application.

### USD 480 ESSER III Survey - Staff

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 33.33% 31

Student 0.0% 0

Community Member 15.05% 14

Business Owner 2.15% 2

External Service Provider for Students 0.0% 0

Staff Member 100.0% 93

Other (please specify) 0.0% 0

Answered 93

Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 7.32% 6

Civil Rights Organizations (including disability rights) 7.32% 6

Representing interests of children with disabilities 19.51% 16

Representing interests of children with English Language Learners 15.85% 13

Representing interests of children experiencing homelessness 12.2% 10

Representing interests of children in foster care 12.2% 10

Representing interests of migratory students 14.63% 12

None 62.2% 51

Other (please specify) 3.66% 3

Answered 82

Skipped 11

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 20.45% 18

6-8 14.77% 13

9-12 17.05% 15

I do not have children in the school system. 61.36% 54

Answered 88

Skipped 5

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	8	14	38	30	90
Afterschool Programs	3	18	34	35	90
Personalized Interventions	2	6	32	50	90
Enhanced Technology	4	21	31	27	83
Answered	92				
Skipped	1				

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	1	4	27	57	89
Math materials and interventions	1	4	34	51	90
English materials and interventions	3	5	39	39	86
English Language Learner materials and interventions	4	7	35	41	87
Science materials and interventions	1	9	47	26	83
Social Studies materials and interventions	2	9	48	27	86
Answered	92				
Skipped	1				

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	7	14	34	34	89
Parent Resources	2	21	41	26	90
Staff and administrator training	3	15	27	45	90
Evaluation of the Social Emotional Learning Program	7	17	38	28	90
Answered	91				
Skipped	2				

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	2	19	67	88
Teacher quality and retention	0	0	13	76	89
Support for specific student populations (Special Education, English Language Learners)	1	10	25	52	88
Data support for teachers and administrators	8	18	30	33	89
Answered	90				
Skipped	3				

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	0	10	34	46	90
Enhanced cleaning technology	4	16	38	32	90
Answered 91					
Skipped 2					

Q9. Please add any other strategies or suggestions we should be considering.

Answered 28

Skipped 65

## Tribes

While USD 480 does not service any particular tribe, we were able to identify and directly reach out to those we knew were members of a recognized tribal nation. We were able to receive and incorporate responses from those who identify as tribes members.

### USD 480 ESSER III Survey -Tribes

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 54.55% 6

Student 0.0% 0

Community Member 36.36% 4

Business Owner 0.0% 0

External Service Provider for Students 0.0% 0

Staff Member 54.55% 6

Other (please specify) 0.0% 0

Answered 11

Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 100.0% 11

Civil Rights Organizations (including disability rights) 27.27% 3

Representing interests of children with disabilities 36.36% 4

Representing interests of children with English Language Learners 18.18% 2

Representing interests of children experiencing homelessness 18.18% 2

Representing interests of children in foster care 18.18% 2

Representing interests of migratory students 18.18% 2

None 0.0% 0

Other (please specify) 0.0% 0

Answered 11

Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 0.0% 0

6-8 9.09% 1

9-12 45.45% 5

I do not have children in the school system. 54.55% 6

Answered 11

Skipped 0

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	1	0	6	4	11
Afterschool Programs	0	1	4	6	11
Personalized Interventions	1	1	3	6	11
Enhanced Technology	0	2	2	5	9

Answered 11

Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	0	5	5	10
Math materials and interventions	0	0	7	4	11
English materials and interventions	0	0	5	4	9
English Language Learner materials and interventions	0	0	6	4	10
Science materials and interventions	0	0	6	3	9
Social Studies materials and interventions	0	1	5	4	10

Answered 11

Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	0	2	5	4	11
Parent Resources	0	3	6	2	11
Staff and administrator training	0	2	4	4	10
Evaluation of the Social Emotional Learning Program	1	2	3	4	10

Answered 11

Skipped 0

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	0	5	6	11
Teacher quality and retention	0	0	1	10	11
Support for specific student populations (Special Education, English Language Learners)	0	2	6	2	10
Data support for teachers and administrators	3	2	5	1	11

Answered 11

Skipped 0

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	0	0	3	8	11
Enhanced cleaning technology	0	1	7	3	11
Answered	11				
Skipped	0				

Q9. Please add any other strategies or suggestions we should be considering.

Answered 4  
Skipped 7

### Civil Rights Organization including Disability Rights Organizations

USD 480 took a targeted approach to Civil Rights and Disability Rights Organizations, in addition to making our survey available online. We were able to contact and receive feedback from individuals representing local organizations who stressed the importance of continued communication moving forward. Most respondents from these organizations put an emphasis on intervention materials and training, as well as anything that would promote inclusion and opportunities for all. Based on the input we received, USD 480 will look to provide transportation options to service a broader range of our population and begin offering Unified Bowling next school year to be facilitated with ESSER funding.

USD 480 ESSER III Survey - Civil Rights Organizations

Civil Rights - Who were the Civil Rights organizations reached out to?

NE Liberal Leadership  
LACF - Liberal Area Coalition for Families  
LULAC - League of United Latin American Citizens

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices	Response Percent	Responses
Parent	61.54%	8
Student	7.69%	1
Community Member	46.15%	6
Business Owner	23.08%	3
External Service Provider for Students	0.0%	0
Staff Member	46.15%	6
Other (please specify)	0.0%	0
Answered	13	
Skipped	0	

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices	Response Percent	Responses
Tribes	23.08%	3
Civil Rights Organizations (including disability rights)	100.0%	13
Representing interests of children with disabilities	84.62%	11
Representing interests of children with English Language Learners	53.85%	7
Representing interests of children experiencing homelessness	53.85%	7
Representing interests of children in foster care	61.54%	8
Representing interests of migratory students	46.15%	6

None 0.0% 0  
 Other (please specify) 0.0% 0  
 Answered 13  
 Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 25.0% 3  
 6-8 16.67% 2  
 9-12 41.67% 5  
 I do not have children in the school system. 41.67% 5  
 Answered 12  
 Skipped 1

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	1	3	5	4	13
Afterschool Programs	2	1	4	6	13
Personalized Interventions	1	0	5	7	13
Enhanced Technology	3	2	3	5	13
Answered 13					
Skipped 0					

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	0	6	7	13
Math materials and interventions	0	0	9	4	13
English materials and interventions	0	0	8	5	13
English Language Learner materials and interventions	0	1	6	6	13
Science materials and interventions	0	0	11	2	13
Social Studies materials and interventions	1	1	9	2	13
Answered 13					
Skipped 0					

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	0	0	3	10	13
Parent Resources	0	2	3	8	13
Staff and administrator training	0	0	1	12	13
Evaluation of the Social Emotional Learning Program	1	1	2	9	13
Answered 13					
Skipped 0					

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
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Staff quality and retention (paraprofessionals, administrators, support staff)	0	0	4	9	13
Teacher quality and retention	0	0	2	11	13
Support for specific student populations (Special Education, English Language Learners)	0	0	5	8	13
Data support for teachers and administrators	3	3	5	2	13
Answered 13					
Skipped 0					

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	3	0	4	6	13
Enhanced cleaning technology	3	1	6	3	13
Answered 13					
Skipped 0					

Q9. Please add any other strategies or suggestions we should be considering.

Answered 7

Skipped 6

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

USD 480 was able to collect feedback from stakeholders representing students in every underserved category outlined by KSDE, as well as additional categories more unique to our service area . These categories include stakeholders that represent the interests of juvenile offenders and their families as well as groups that represent the interests of Hispanic/Latin-American students specifically. On average, USD 480 collected over 20 responses from each of the groups KSDE listed. Their concerns centered around maintaining in-person learning as well as providing summer school and afterschool 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 - Please address each of the individual subgroup and whether or not you have them. Also what were their responses when you reached out? We have responses from all groups except "children who are incarcerated" and the "other underserved students" category. Below you will find the disaggregated responses from the stakeholder groups we received responses from.

USD 480 ESSER III Survey - Rep. Children with Disabilities

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 57.58% 19

Student 3.03% 1

Community Member 30.3% 10

Business Owner 15.15% 5

External Service Provider for Students 0.0% 0



Staff Member 48.48% 16  
 Other (please specify) 3.03% 1  
 Answered 33  
 Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 12.12% 4  
 Civil Rights Organizations (including disability rights) 33.33% 11  
 Representing interests of children with disabilities 100.0% 33  
 Representing interests of children with English Language Learners 39.39% 13  
 Representing interests of children experiencing homelessness 36.36% 12  
 Representing interests of children in foster care 42.42% 14  
 Representing interests of migratory students 36.36% 12  
 None 0.0% 0  
 Other (please specify) 0.0% 0  
 Answered 33  
 Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 29.03% 9  
 6-8 22.58% 7  
 9-12 32.26% 10  
 I do not have children in the school system. 38.71% 12  
 Answered 31  
 Skipped 2

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices Not Important Somewhat Important Important Very Important Total

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	4	7	14	8	33
Afterschool Programs	3	6	14	9	32
Personalized Interventions	0	1	7	24	32
Enhanced Technology	7	4	9	10	30

Answered 33  
 Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices Not Important Somewhat Important Important Very Important Total

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	0	14	19	33
Math materials and interventions	0	0	16	17	33
English materials and interventions	1	1	16	12	30
English Language Learner materials and interventions	1	2	14	14	31
Science materials and interventions	0	1	19	10	30
Social Studies materials and interventions	1	3	19	8	31

Answered 33  
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-

awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	1	3	8	21	33
Parent Resources	1	7	7	18	33
Staff and administrator training Evaluation of the Social Emotional Learning Program	2	2	4	25	33
Learning Program	4	4	6	18	32
Answered	33				
Skipped	0				

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	0	6	27	33
Teacher quality and retention	0	0	2	31	33
Support for specific student populations (Special Education, English Language Learners)	0	3	4	26	33
Data support for teachers and administrators	6	3	11	12	32
Answered	33				
Skipped	0				

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	4	2	12	15	33
Enhanced cleaning technology	4	3	18	8	33
Answered	33				
Skipped	0				

Q9. Please add any other strategies or suggestions we should be considering.

Answered 18  
Skipped 15

#### USD 480 ESSER III Survey - Representing Migrant Students

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices	Response	Percent Responses
Parent	7	38.89%
Student	1	5.56%
Community Member	2	11.11%
Business Owner	1	5.56%
External Service Provider for		

**Provide the public the opportunity to provide input and take such input into account**

USD 480 used every outlet at its disposal to reach as many members of the public as possible. USD 480 utilized social media, traditional media, and word of mouth to ensure as many members of the community were reached. District administration regularly engages with community organizations to provide updates and receive feedback on our school district. USD 480 directly targeted members of the Liberal Chamber of Commerce, Liberal Rotary, local government officials, Southwest Medical Center in Liberal and the Seward County Health Department. Thirty-six percent (36%) of our respondents stated they were either a business owner or community member with chief concerns that included in-person learning and the retention and recruiting of qualified teachers and staff. The USD 480 administration is deeply entrenched in the Liberal community and continuously receives feedback and information regarding the concerns and challenges facing our community; community input is invaluable to our administrators and was sought throughout the ESSER process from as many different demographics as possible.

## 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 480 is a Title I district serving 4,600+ students with a race/ethnicity between 82% and 84% Hispanic. All other race/ethnicities are less than 10% of the population. Twenty-two percent of our children under the age of 18 live in poverty. Free and reduced lunch enrollment averages 83%. The percentage of English Language Learners (ELL) is 47%. The number of migrant students has averaged 8% of the student population with the number of homeless students being served averaging around 250 per year. The percentage of students with disabilities ranges from 11% to 12.6%. In the past 5 years we have seen an increase in the number of unaccompanied youth, with 67 enrolling at the secondary level in 2021 and dropping out before graduation.

The COVID-19 pandemic resulted in emergency remote/hybrid instruction which had an immediate impact on the social emotional health of our students in addition to the learning loss they experienced. As a district, social emotional gains in perseverance, assertiveness, and self-efficacy had been 2%-4% per year. In 2020-21, we had a 4% loss in perseverance, assertiveness, and self-efficacy K-12. Liberal High School uses the Gallup Hope Index. During full remote learning in Spring 2020 and hybrid through March of 2021, we saw a steep decline in student engagement and hope. From Fall 2019 to Fall 2021, LHS student trends showed an 18% increase (22% to 40%) in students being discouraged about their future. There was also an 11% drop (81% to 70%) in student perception that they would have a good job in the future.

The stay at home order reduced extracurricular and athletic opportunities, reduced peer interaction, and limited student choice (assigned seating, mask-wearing, interaction at school). The student population we surveyed responded that their mental health was affected the most when removed from their normal routine and in-person instruction. With approximately 83 percent of our student population qualifying for free or reduced lunches, missing the opportunity for school meals was an additional strain on our students and parents during the period of remote learning.

Student performance data has shown the impact of pandemic-related learning loss on our students. As an example, 80% of our kindergarten students were below level in letter recognition and phonetics in Fall 2021. On state assessments, the percentage of non-ELL students in Level 1 increased by 14% and ELL students experienced an 8% increase in Level 1. As we reviewed the data, a need for evidence-based interventions became clear. The feedback we received from key stakeholders such as our teachers, student families and our local community, helped us to identify further domains of current need. Our stakeholders overwhelmingly supported the addition of targeted Math and English interventions.

Being a rural school district, the technology divide was never more evident than during the initial transition to remote learning. Based on student and parent feedback, 20% of our families had no reliable internet for students to use at home. Chronic absenteeism during this time increased from 20% to 38%.

**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 480 plans to address the academic impact of lost instructional time through after school programs and through planning and implementing activities related to summer learning. The District will utilize student data and performance information in order to identify specific students who will benefit most from these opportunities and will confer with families on after school and summer program plans for their student. The summer and after school programs will address the specific educational and social-emotional needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness and children and youth in foster care.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The remaining ARP ESSER funds will be spent in a variety of ways to support student growth, staff development, implementation of health and safety protocols, and enhanced educational opportunities for all students. The fund allocations will include, but not be limited to, the following:

- \*Purchase supplies to sanitize and clean the LEA's facilities;
- \*Upgrade school facilities to reduce risk of virus transmission and exposure to environmental health hazards by conducting an engineering study and using those recommendations to upgrade our HVAC systems to improve indoor air quality;
- \*Purchase educational materials and technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom teachers, with an emphasis on providing for students from low-income families and children with disabilities;
- \*Continue to support professional development activities that broaden the learning ecosystem of students, staff and families;
- \*Conduct other activities that are necessary to maintain operation of and continuity of and services;
- \*Continue our partnership with outside agencies to support the mental health needs of all district stakeholders.

**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.**

Implemented use of funding and all interventions will be geared towards meeting the academic and social/emotional needs of all students. Attention will be given to identifying students who were disproportionately impacted by COVID-19 including, but not limited to, students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Identification strategies will include school counselor, social worker, and teacher input, data analysis of school based assessments, teacher and parent input, school records, and other areas. The District engaged in meaningful consultation with all identified stakeholders in a variety of ways. This included the creation and dissemination of an ARP Needs Assessment Surveys administrative meetings held with district administrators; maintenance and technology departments; teachers; and others. The surveys were sent to the full school community which included parents, families, union representatives, and all staff members. The collected data helped to determine the allocation of all ARP funding.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$10,424,740	\$0	\$10,424,740	ESSER III Allocations	\$2,084,948
Approved Total	\$7,323,377	\$0	\$7,323,377	Approved Total	\$2,133,936
Amount Left	\$3,101,363	\$0	\$3,101,363	Amount Still Needed	\$0
In Review Total	\$2,100,000	\$0	\$2,100,000	In Review Total	\$0
Amount Left	\$1,001,363	\$0	\$1,001,363	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
480-3-0108	Direct	False	4700	723	14	\$1,700,000	Task Force Review
480-3-0110	Direct	False	4700	723	14	\$300,000	Task Force Review
480-3-0111	Direct	False	4700	453	14	\$100,000	Task Force Review
480-3-0112	Direct	True	1000	619	12	\$87,000	Approved
480-3-0113	Direct	True	1000	619	12	\$400,000	Approved
480-3-0001	Direct	True	1000	110	11A	\$337,500	Approved
480-3-0002	Direct	True	1000	122	11A	\$19,000	Approved
480-3-0003	Direct	True	1000	220	11A	\$27,500	Approved
480-3-0004	Direct	True	1000	260	11A	\$470	Approved
480-3-0005	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0006	Direct	True	2600	629	16	\$5,000	Approved
480-3-0007	Direct	True	2600	621	16	\$625	Approved
480-3-0008	Direct	True	2600	618	7	\$2,500	Approved
480-3-0009	Direct	True	1000	110	11A	\$112,500	Approved
480-3-0010	Direct	True	1000	122	11A	\$22,000	Approved
480-3-0011	Direct	True	1000	220	11A	\$10,200	Approved
480-3-0012	Direct	True	1000	260	11A	\$200	Approved
480-3-0013	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0014	Direct	True	2400	110	11A	\$12,500	Approved
480-3-0015	Direct	True	2400	220	11A	\$900	Approved
480-3-0016	Direct	True	2400	260	11A	\$17	Approved
480-3-0017	Direct	True	2600	629	16	\$6,250	Approved
480-3-0018	Direct	True	2600	622	16	\$12,500	Approved
480-3-0019	Direct	True	2600	619	7	\$2,500	Approved
480-3-0020	Direct	True	1000	110	11A	\$189,500	Approved
480-3-0021	Direct	True	1000	122	11A	\$37,500	Approved
480-3-0022	Direct	True	1000	220	11A	\$17,500	Approved
480-3-0023	Direct	True	1000	260	11A	\$340	Approved
480-3-0024	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0025	Direct	True	2400	110	11A	\$12,500	Approved

480-3-0026	Direct	True	2400	220	11A	\$1,000	Approved
480-3-0027	Direct	True	2400	260	11A	\$17	Approved
480-3-0028	Direct	True	2600	629	16	\$6,250	Approved
480-3-0029	Direct	True	2600	622	16	\$12,500	Approved
480-3-0030	Direct	True	2600	618	7	\$2,500	Approved
480-3-0031	Direct	True	1000	110	11A	\$62,500	Approved
480-3-0032	Direct	True	1000	122	11A	\$43,500	Approved
480-3-0033	Direct	True	1000	220	11A	\$8,050	Approved
480-3-0034	Direct	True	1000	260	11A	\$135	Approved
480-3-0035	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0036	Direct	True	2400	110	11A	\$15,500	Approved
480-3-0037	Direct	True	2400	121	11A	\$9,000	Approved
480-3-0038	Direct	True	2400	220	11A	\$1,850	Approved
480-3-0039	Direct	True	2400	260	11A	\$32	Approved
480-3-0040	Direct	True	2600	629	16	\$3,750	Approved
480-3-0041	Direct	True	2600	622	16	\$7,500	Approved
480-3-0042	Direct	True	2600	619	7	\$2,500	Approved
480-3-0043	Direct	True	1000	110	11A	\$70,000	Approved
480-3-0044	Direct	True	1000	122	11A	\$25,000	Approved
480-3-0045	Direct	True	1000	220	11A	\$7,250	Approved
480-3-0046	Direct	True	1000	260	11A	\$120	Approved
480-3-0047	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0048	Direct	True	2400	110	11A	\$12,500	Approved
480-3-0049	Direct	True	2400	121	11A	\$3,750	Approved
480-3-0050	Direct	True	2400	220	11A	\$1,250	Approved
480-3-0051	Direct	True	2400	260	11A	\$19	Approved
480-3-0052	Direct	True	2600	629	16	\$3,750	Approved
480-3-0053	Direct	True	2600	622	16	\$7,500	Approved
480-3-0054	Direct	True	2600	619	7	\$2,500	Approved
480-3-0055	Direct	True	2600	110	11A	\$93,750	Approved
480-3-0056	Direct	True	1000	122	11A	\$37,500	Approved
480-3-0057	Direct	True	1000	220	11A	\$10,600	Approved
480-3-0058	Direct	True	1000	260	11A	\$200	Approved
480-3-0059	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0060	Direct	True	2400	110	11A	\$6,000	Approved
480-3-0061	Direct	True	2400	121	11A	\$6,250	Approved
480-3-0062	Direct	True	2400	220	11A	\$1,000	Approved
480-3-0063	Direct	True	2400	260	11A	\$14	Approved
480-3-0064	Direct	True	2600	629	16	\$3,750	Approved
480-3-0065	Direct	True	2600	622	16	\$7,500	Approved
480-3-0066	Direct	True	2600	619	7	\$2,500	Approved
480-3-0067	Direct	True	2600	110	11A	\$62,500	Approved

480-3-0068	Direct	True	1000	122	11A	\$37,500	Approved
480-3-0069	Direct	True	1000	220	11A	\$7,600	Approved
480-3-0070	Direct	True	1000	260	11A	\$150	Approved
480-3-0071	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0072	Direct	True	2400	110	11A	\$12,500	Approved
480-3-0073	Direct	True	2400	121	11A	\$3,750	Approved
480-3-0074	Direct	True	2400	220	11A	\$1,250	Approved
480-3-0075	Direct	True	2400	260	11A	\$22	Approved
480-3-0076	Direct	True	2600	629	16	\$3,750	Approved
480-3-0077	Direct	True	2600	622	16	\$7,500	Approved
480-3-0078	Direct	True	2600	619	7	\$2,500	Approved
480-3-0079	Direct	True	1000	110	11A	\$75,000	Approved
480-3-0080	Direct	True	1000	122	11A	\$40,000	Approved
480-3-0081	Direct	True	1000	220	11A	\$8,750	Approved
480-3-0082	Direct	True	1000	260	11A	\$100	Approved
480-3-0083	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0084	Direct	True	2400	110	11A	\$12,500	Approved
480-3-0085	Direct	True	2400	121	11A	\$7,500	Approved
480-3-0086	Direct	True	2400	220	11A	\$1,500	Approved
480-3-0087	Direct	True	2400	260	11A	\$25	Approved
480-3-0088	Direct	True	2600	629	16	\$3,750	Approved
480-3-0089	Direct	True	2600	622	16	\$7,500	Approved
480-3-0090	Direct	True	2600	619	7	\$2,500	Approved
480-3-0091	Direct	False	2600	619	7	\$117,089	Approved
480-3-0092	Direct	False	1000	619	12	\$220,357	Approved
480-3-0093	Direct	False	1000	619	12	\$135,000	Approved
480-3-0094	Direct	False	1000	330	12	\$315,200	Approved
480-3-0095	Direct	False	1000	110	16	\$750,610	Approved
480-3-0096	Direct	False	1000	122	16	\$702,881	Approved
480-3-0097	Direct	False	2400	110	16	\$121,124	Approved
480-3-0098	Direct	False	2400	121	16	\$48,450	Approved
480-3-0099	Direct	False	2600	121	16	\$799,060	Approved
480-3-0100	Direct	False	1000	641	12	\$100,000	Approved
480-3-0101	Direct	False	1000	641	12	\$100,000	Approved
480-3-0102	Direct	False	1000	641	12	\$100,000	Approved
480-3-0103	Direct	False	1000	641	12	\$100,000	Approved
480-3-0104	Direct	False	1000	641	12	\$100,000	Approved
480-3-0105	Direct	False	1000	619	12	\$85,696	Approved
480-3-0106	Direct	False	1000	734	9	\$1,393,974	Approved

## Line Item Details

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Heating and Cooling System Services

**Account Number**

47-02-4700-7230-00

**Function Code**

4700 - Building Improvements

**Object Code**

723 - Heating and Cooling System

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

As closed environments, buildings have become sites of rapid COVID-19 transmission. An important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation – the amount of outdoor air coming indoors. Ensuring proper ventilation with outside air can help reduce the concentration of airborne contaminants, including viruses, indoors. This line item is for a capital project that includes the design and installation of dedicated outside air supply HVAC equipment to ensure the facility systems are exchanging air at appropriate levels, per ASHRAE standards and guidelines. This project will furnish and replace 34 existing HVAC units with new units capable of bringing in fresh air and providing adequate circulation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,700,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,700,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Heating and Cooling System

**Account Number**

47-31-4700-7230-00

**Function Code**

4700 - Building Improvements

**Object Code**

723 - Heating and Cooling System

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

As closed environments, buildings have become sites of rapid COVID-19 transmission. An important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation – the amount of outdoor air coming indoors. Ensuring proper ventilation with outside air can help reduce the concentration of airborne contaminants, including viruses, indoors. This line item is for a capital project that includes the design and installation of additional air handling equipment to improve air circulation and indoor air quality. This line item is for a capital project to reconfigure existing HVAC systems to improve indoor air quality at the Prairie View, Meadowlark, and MacArthur Elementary Schools who serve grades k-5.

<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>	\$300,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$300,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 480-3-0111

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Heating and Cooling System Services

**Account Number**

47-31-4700-4530-00

**Function Code**

4700 - Building Improvements

**Object Code**

453 - Heating and Cooling System 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**

As closed environments, buildings have become sites of rapid COVID-19 transmission. An important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation – the amount of outdoor air coming indoors. Ensuring proper ventilation with outside air can help reduce the concentration of airborne contaminants, including viruses, indoors. This line item is for PROFESSIONAL SERVICES ONLY or Seymour Rogers and Eisenhower Middle Schools, grades 6-8, to recommission the existing HVAC system to improve indoor air quality.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$100,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 480-3-0112

**Allocation Type**

Direct Allocation

**Is 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-Instructional

**Account Number**

47-31-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Covid pandemic brought to light significant learning challenges for families of ELLs that resulted in academic and achievement gaps. Some of those challenges included a lack of access to digital devices and internet connectivity; families limited capacity to support online learning; school and family language barriers; and inadequate online learning resources and training for teachers. The school closures resulted in significant issues to provide a robust academic curriculum for ELLs. Every student learns differently and having to adapt to a hybrid and online learning environment was a challenge for many students, specifically ELLs. This line item is for the purchase of iLit targeting secondary English language learners to help them as they try to recover from COVID related learning loss. This program uses assessment paired with progress monitoring to target instruction and set goals for students based on instructional needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$87,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$87,000</u>

**Status**

Approved

Line Item ID: 480-3-0113

**Allocation Type**

Direct Allocation

**Is 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-Instructional

**Account Number**

47-31-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase of Student Home Learning kits targeting students disproportionately impacted by the pandemic and who suffered the most due to lost instructional time and a lack of preparedness for remote learning. The Home Learning Kits will be targeted for and especially benefit students from low income families, students of color, English learners, children with disabilities, migratory students, students in foster care and students experiencing homelessness. Kits will be appropriately designed for each level of student. The number of students to serve is estimated to be between 250 -350 each year district wide. The kits will be based on individual needs and could include the following: Horizons Math Manipulatives Kit for Grades K - 3, Elementary Mathematics Manipulatives Kit Grades K-5, LIFEPAC Grade 11 Manipulatives Kit, Tools of the Mind Kindergarten Math and/or Literacy Kit, and Lakeshore Learning Science Activity Tubs Grades 1-3. These kits include engaging, standards based activities covering core curriculum areas such as math, language, science, social studies and arts & crafts.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$200,000
<b>Total Expenditures</b>	<u>\$400,000</u>

**Status**

Approved

Line Item ID: 480-3-0001

**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**

Certified Salaries

**Account Number**

47-02-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs at Liberal High School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Liberal High School has 10 teaching staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The teaching staff are certified in Special Education, Social Studies, Math, Science and ESL. The high school will operate summer school from May 31 to June 23, 2022. Other school years may have different dates of operation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$67,500
<b>Budgeted Expenditures in SFY 2023</b>	\$135,000
<b>Budgeted Expenditures in SFY 2024</b>	\$135,000
<b>Total Expenditures</b>	<u>\$337,500</u>

**Status**

Approved

Line Item ID: 480-3-0002

**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**

Part-time Non-Certified Salaries

**Account Number**

47-02-1000-1222-00

**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**

This line item is for the salary costs for non-certified staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 9 paraprofessionals working with students during summer school for grades 9-12. Our non-certified staff help the teachers with the facilitation of Edgenuity courses, assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
<b>Total Expenditures</b>	<u>\$19,000</u>

**Status**

Approved

Line Item ID: 480-3-0003

**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 Security

**Account Number**

47-02-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,500
<b>Budgeted Expenditures in SFY 2023</b>	\$11,000
<b>Budgeted Expenditures in SFY 2024</b>	\$11,000
<b>Total Expenditures</b>	\$27,500

**Status**

Approved

Line Item ID: 480-3-0004

**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**

Unemployment Ins

**Account Number**

47-02-1000-2500-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$70
<b>Budgeted Expenditures in SFY 2023</b>	\$200
<b>Budgeted Expenditures in SFY 2024</b>	\$200
<b>Total Expenditures</b>	\$470

**Status**

Approved

Line Item ID: 480-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-02-1000-6190-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies that will be needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0006

**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**

Water Utilities

**Account Number**

47-02-2600-4110-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Liberal High School. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation of Liberal High School during the summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Gas Utilities

**Account Number**

47-02-2600-6210-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

621 - Natural Gas (gas utility services e.g. heating)

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Liberal High School. This line item represents the cost of gas utilities for the operation of the high school boiler room and water heaters during the period May 31 to June 23 for the summer learning and enrichment program. Being able to provide warm water is critical to motivating students to continue to practice frequent hand washing and is necessary for the kitchens as they provide 1 meal daily during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$125
<b>Budgeted Expenditures in SFY 2023</b>	\$250
<b>Budgeted Expenditures in SFY 2024</b>	\$250
<b>Total Expenditures</b>	<u>\$625</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-02-2600-6180-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school.

Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

Line Item ID: 480-3-0009

**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**

Certified Salaries

**Account Number**

47-03-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs at Seymour Rogers Middle School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Seymour Rogers Middle School has 14 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The teaching staff are certified in Special Education, Social Studies, Math, Science and ESL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$22,500
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<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
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<b>Total Expenditures</b>	<u>\$112,500</u>
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**Status**

Approved

Line Item ID: 480-3-0010

**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**

Part-time Non-Certified Salaries

**Account Number**

47-03-1000-1222-00

**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**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 9 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,000
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$9,000
<b>Total Expenditures</b>	<u>\$22,000</u>

**Status**

Approved

Line Item ID: 480-3-0011

**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**

Social Security

**Account Number**

47-03-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$4,100
<b>Budgeted Expenditures in SFY 2024</b>	\$4,100
<b>Total Expenditures</b>	<u>\$10,200</u>

**Status**

Approved

Line Item ID: 480-3-0012

**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**

Unemployment Ins

**Account Number**

47-03-1000-2500-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40
<b>Budgeted Expenditures in SFY 2023</b>	\$80
<b>Budgeted Expenditures in SFY 2024</b>	\$80
<b>Total Expenditures</b>	<u>\$200</u>

**Status**

Approved

Line Item ID: 480-3-0013

**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-Instructional

**Account Number**

47-03-1000-6190-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies that will be needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries - Admin

**Account Number**

47-03-2400-1110-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Seymour Rogers Middle School Lead Teacher during the May 31 to June 23 time period of Summer School. The instructional coach provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-03-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for the Lead Teacher during summer school who provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$150
<b>Budgeted Expenditures in SFY 2023</b>	\$375
<b>Budgeted Expenditures in SFY 2024</b>	\$375
<b>Total Expenditures</b>	<u>\$900</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-03-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the State Unemployment Tax for the Lead Teacher during summer school who provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3
<b>Budgeted Expenditures in SFY 2023</b>	\$7
<b>Budgeted Expenditures in SFY 2024</b>	\$7
<b>Total Expenditures</b>	<u>\$17</u>

**Status**

Approved

Line Item ID: 480-3-0017



**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**

Water Utilities

**Account Number**

47-03-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,250
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$6,250</u>

**Status**

Approved

Line Item ID: 480-3-0018

**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**

Electric Utilities

**Account Number**

47-03-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of electricity that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-03-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-04-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs at Eisenhower Middle School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Eisenhower Middle School has 12 certified staff specializing in ELA and math who provide support for students through small learning groups, cohorts, and 1:1 as needed. Eisenhower Middle School is serving grades 6-8. Summer school will take place May 31- June 23.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$37,500
<b>Budgeted Expenditures in SFY 2023</b>	\$76,000
<b>Budgeted Expenditures in SFY 2024</b>	\$76,000
<b>Total Expenditures</b>	<u>\$189,500</u>

**Status**

Approved

Line Item ID: 480-3-0021

**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**

Part-time Non-Certified Salaries

**Account Number**

47-04-1000-1222-00

**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**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 9 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$37,500</u>

**Status**

Approved

Line Item ID: 480-3-0022

**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**

Social Security

**Account Number**

47-04-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,500
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$17,500</u>

**Status**

Approved

**Line Item Comment from KSDE**


Line Item ID: 480-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-04-1000-2500-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$70
<b>Budgeted Expenditures in SFY 2023</b>	\$135
<b>Budgeted Expenditures in SFY 2024</b>	\$135
<b>Total Expenditures</b>	\$340

**Status**

Approved

Line Item ID: 480-3-0024

**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**

Supplies-Instructional

**Account Number**

47-04-1000-6190-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies that will be needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	\$5,000

**Status**

Approved

Line Item ID: 480-3-0025

**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**

Certified Salaries - Admin

**Account Number**

47-04-2400-1110-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Eisenhower Middle School Instructional Coach during the May 31 to June 23 time period of Summer School. The instructional coach provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$12,500

**Status**

Approved

Line Item ID: 480-3-0026

**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**

Social Security

**Account Number**

47-04-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for the instructional coach during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$200
<b>Budgeted Expenditures in SFY 2023</b>	\$400
<b>Budgeted Expenditures in SFY 2024</b>	\$400
<b>Total Expenditures</b>	\$1,000

**Status**

Approved

Line Item ID: 480-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-04-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for the instructional coach during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3
<b>Budgeted Expenditures in SFY 2023</b>	\$7
<b>Budgeted Expenditures in SFY 2024</b>	\$7
<b>Total Expenditures</b>	<u>\$17</u>

**Status**

Approved

Line Item ID: 480-3-0028



**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**

Water Utilities

**Account Number**

47-04-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,250
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$6,250</u>

**Status**

Approved

**Line Item Comment from KSDE**


Line Item ID: 480-3-0029

**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**

Electric Utilities

**Account Number**

47-04-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Eisenhower Middle School. This line item represents the additional cost of electricity that will occur based on continued operation of Eisenhower Middle School during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

Line Item ID: 480-3-0030

**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**

Supplies-Custodial

**Account Number**

47-04-2600-6180-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-07-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs at Mac Arthur Elementary School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Mac Arthur Elementary School has 8 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows:

- 1 - Kindergarten Teacher
- 1 - 1st Grade Teacher
- 1 - 2nd/3rd Grade Teacher
- 1 - 5th Grade Teacher
- 2 - part-time PE Teachers (each working 1/2 of summer school )
- 1 - part-time Counselor (works 2 weeks)
- 1 - sub as needed

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,500
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$62,500

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-07-1000-1222-00

**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**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Non-Certified Staff: 11 Full-time Non-Certified

1 - 4th Grade Para

2 - Library

2 - Kindergarten Paras

2 - 1st Grade Paras

2 - 2nd/3rd Grade Paras

1 - 4th Grade Para

1 - 5th Grade Para

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$8,500
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<b>Budgeted Expenditures in SFY 2023</b>	\$17,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$17,500
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<b>Total Expenditures</b>	<u>\$43,500</u>
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**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-07-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,650
<b>Budgeted Expenditures in SFY 2023</b>	\$3,200
<b>Budgeted Expenditures in SFY 2024</b>	\$3,200
<b>Total Expenditures</b>	<u>\$8,050</u>

**Status**

Approved

Line Item ID: 480-3-0034

**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**

Unemployment Ins

**Account Number**

47-07-1000-2500-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15
<b>Budgeted Expenditures in SFY 2023</b>	\$60
<b>Budgeted Expenditures in SFY 2024</b>	\$60
<b>Total Expenditures</b>	<u>\$135</u>

**Status**

Approved

Line Item ID: 480-3-0035

**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**

Supplies-Instructional

**Account Number**

47-07-1000-6190-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries - Admin

**Account Number**

47-07-2400-1110-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Mac Arthur Middle School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$6,250
<b>Budgeted Expenditures in SFY 2024</b>	\$6,250
<b>Total Expenditures</b>	<u>\$15,500</u>

**Status**

Approved

Line Item ID: 480-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Non-Certified Salaries - Sec

**Account Number**

47-07-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Mac Arthur Middle School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$3,500
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

Line Item ID: 480-3-0038



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-07-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Mac Arthur Middle School. This line item represents the employer FICA contribution (social security and medicare employer costs) for both the Lead Teacher and school secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$400
<b>Budgeted Expenditures in SFY 2023</b>	\$725
<b>Budgeted Expenditures in SFY 2024</b>	\$725
<b>Total Expenditures</b>	<u>\$1,850</u>

**Status**

Approved

Line Item ID: 480-3-0039

**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**

Unemployment Ins

**Account Number**

47-07-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the Lead Teacher and school secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4
<b>Budgeted Expenditures in SFY 2023</b>	\$14
<b>Budgeted Expenditures in SFY 2024</b>	\$14
<b>Total Expenditures</b>	<u>\$32</u>

**Status**

Approved

Line Item ID: 480-3-0040

**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**

Water Utilities

**Account Number**

47-07-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

Line Item ID: 480-3-0041

**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**

Electric Utilities

**Account Number**

47-07-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Mac Arthur Middle School. This line item represents the additional cost of electricity that will occur based on continued operation of Mac Arthur Middle School during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

Line Item ID: 480-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-07-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-08-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes conducted June 8- June 30. Prairie View Elementary School has 9 certified staff who are all ESL certified teachers and are placed in the grade level of expertise. These teachers provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows:

Certified Staff: 9 teachers

K - 1 teacher

1st grade - 1 teacher

2nd grade - 2 teachers

3rd grade - 2 teachers

4th grade - 2 teachers

5th grade - 1 teacher

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,000
<b>Budgeted Expenditures in SFY 2023</b>	\$28,000
<b>Budgeted Expenditures in SFY 2024</b>	\$28,000
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-08-1000-1222-00

**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**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 8 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Classified Staff: 8

K - 1 para

1st grade - 1 para

2nd grade - 1 para

3rd grade - 2 paras

4th grade - 2 paras

5th grade - 1 para

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
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<b>Total Expenditures</b>	\$25,000
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**Status**

Approved

Line Item ID: 480-3-0045

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-08-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,450
<b>Budgeted Expenditures in SFY 2023</b>	\$2,900
<b>Budgeted Expenditures in SFY 2024</b>	\$2,900
<b>Total Expenditures</b>	<u>\$7,250</u>

**Status**

Approved

Line Item ID: 480-3-0046

**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**

Unemployment Ins

**Account Number**

47-08-1000-2500-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prairie View Elementary School with approximately 9 certified staff and approximately 8 paraprofessionals. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$120</u>

**Status**

Approved

Line Item ID: 480-3-0047

**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**

Supplies-Instructional

**Account Number**

47-08-1000-6190-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	\$5,000

**Status**

Approved

Line Item ID: 480-3-0048

**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**

Certified Salaries - Admin

**Account Number**

47-08-2400-1110-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for Lead Teacher who provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$12,500

**Status**

Approved

Line Item ID: 480-3-0049



**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**

Non-Certified Salaries - Sec

**Account Number**

47-08-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Prairie View Elementary School Secretary during the June 8 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

Line Item ID: 480-3-0050

**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**

Social Security

**Account Number**

47-08-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prairie View Elementary School with approximately 9 certified staff and approximately 8 paraprofessionals. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$250
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,250</u>

**Status**

Approved

Line Item ID: 480-3-0051

**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**

Unemployment Ins

**Account Number**

47-08-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the Lead Teacher and school secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5
<b>Budgeted Expenditures in SFY 2023</b>	\$7
<b>Budgeted Expenditures in SFY 2024</b>	\$7
<b>Total Expenditures</b>	<u>\$19</u>

**Status**

Approved

Line Item ID: 480-3-0052

**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**

Water Utilities

**Account Number**

47-08-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-08-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prarieview Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the elementary school lights, equipment and hvac system during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-08-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school.

Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

Line Item ID: 480-3-0055

**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**

Certified Salaries

**Account Number**

47-11-1000-1110-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes June 6-30. Meadowlark Elementary School has 11 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows:

1 -Kinder, 2 -1st grade, 2 -2nd grade, 2 -3rd grade, 2 -4th grade, 2 -5th grade,

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$18,750
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<b>Budgeted Expenditures in SFY 2023</b>	\$37,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$37,500
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<b>Total Expenditures</b>	<u>\$93,750</u>
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**Status**

Approved

Line Item ID: 480-3-0056

**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**

Part-time Non-Certified Salaries

**Account Number**

47-11-1000-1222-00

**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**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$37,500</u>

**Status**

Approved

Line Item ID: 480-3-0057

**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**

Social Security

**Account Number**

47-11-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,100
<b>Budgeted Expenditures in SFY 2023</b>	\$4,250
<b>Budgeted Expenditures in SFY 2024</b>	\$4,250
<b>Total Expenditures</b>	<u>\$10,600</u>

**Status**

Approved

Line Item ID: 480-3-0058

**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**

Unemployment Ins

**Account Number**

47-11-1000-2500-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40
<b>Budgeted Expenditures in SFY 2023</b>	\$80
<b>Budgeted Expenditures in SFY 2024</b>	\$80
<b>Total Expenditures</b>	<u>\$200</u>

**Status**

Approved

Line Item ID: 480-3-0059



**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**

Supplies-Instructional

**Account Number**

47-11-1000-6190-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0060

**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**

Certified Salaries - Admin

**Account Number**

47-11-2400-1110-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Non-Certified Salaries - Sec

**Account Number**

47-11-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,250
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$6,250</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-11-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Meadowlark Elementary School with approximately 11 certified staff and approximately 10 paraprofessionals. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$200
<b>Budgeted Expenditures in SFY 2023</b>	\$400
<b>Budgeted Expenditures in SFY 2024</b>	\$400
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Approved

Line Item ID: 480-3-0063

**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**

Unemployment Ins

**Account Number**

47-11-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the Lead Teacher and school secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2
<b>Budgeted Expenditures in SFY 2023</b>	\$6
<b>Budgeted Expenditures in SFY 2024</b>	\$6
<b>Total Expenditures</b>	<u>\$14</u>

**Status**

Approved

Line Item ID: 480-3-0064

**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**

Water Utilities

**Account Number**

47-11-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-11-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Meadowlark Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-11-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

Line Item ID: 480-3-0067

**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**

Certified Salaries

**Account Number**

47-27-1000-1110-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Cottonwood Elementary School has 8 certified staff: 1- K, 1-1st, 1-2nd, 1-1st&2nd, 1-3rd, 1-4th, 1-5th, 1-PE who provide support for students through small learning groups, cohorts, and 1:1 as needed

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,500
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$62,500</u>

**Status**

Approved

Line Item ID: 480-3-0068

**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**

Part-time Non-Certified Salaries

**Account Number**

47-27-1000-1222-00

**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**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$37,500</u>

**Status**

Approved

Line Item ID: 480-3-0069



**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**

Social Security

**Account Number**

47-27-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,050
<b>Budgeted Expenditures in SFY 2024</b>	\$3,050
<b>Total Expenditures</b>	<u>\$7,600</u>

**Status**

Approved

Line Item ID: 480-3-0070

**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**

Unemployment Ins

**Account Number**

47-27-1000-2500-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30
<b>Budgeted Expenditures in SFY 2023</b>	\$60
<b>Budgeted Expenditures in SFY 2024</b>	\$60
<b>Total Expenditures</b>	<u>\$150</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-27-1000-6190-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries - Admin

**Account Number**

47-27-2400-1110-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. This line item represents the salary for Lead Teacher who provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

Line Item ID: 480-3-0073

**Allocation Type**

Direct Allocation

**Is 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 - Sec

**Account Number**

47-27-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

Line Item ID: 480-3-0074

**Allocation Type**

Direct Allocation

**Is 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**

47-27-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$250
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,250</u>

**Status**

Approved

Line Item ID: 480-3-0075

**Allocation Type**

Direct Allocation

**Is 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 Ins

**Account Number**

47-27-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the state unemployment costs for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2
<b>Budgeted Expenditures in SFY 2023</b>	\$10
<b>Budgeted Expenditures in SFY 2024</b>	\$10
<b>Total Expenditures</b>	<u>\$22</u>

**Status**

Approved

Line Item ID: 480-3-0076

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Water Utilities

**Account Number**

47-27-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

Line Item ID: 480-3-0077

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-27-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

**Line Item Comment from KSDE**


Line Item ID: 480-3-0078



**Allocation Type**

Direct Allocation

**Is 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-Custodial

**Account Number**

47-27-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school.

Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

Line Item ID: 480-3-0079

**Allocation Type**

Direct Allocation

**Is 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**

47-28-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes from June 6-30 for grades 2-5. Sunflower Elementary School has 7 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-28-1000-1222-00

**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**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 6 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,000
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-28-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teachers and paraprofessionals during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,750
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$3,500
<b>Total Expenditures</b>	<u>\$8,750</u>

**Status**

Approved

Line Item ID: 480-3-0082

**Allocation Type**

Direct Allocation

**Is 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 Ins

**Account Number**

47-28-1000-2500-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$100</u>

**Status**

Approved

Line Item ID: 480-3-0083

**Allocation Type**

Direct Allocation

**Is 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-Instructional

**Account Number**

47-28-1000-6190-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents consumable classroom supplies needed for summer learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0084

**Allocation Type**

Direct Allocation

**Is 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 - Admin

**Account Number**

47-28-2400-1110-00

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Sunflower Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Non-Certified Salaries - Sec

**Account Number**

47-28-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Sunflower Elementary School School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-28-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300
<b>Budgeted Expenditures in SFY 2023</b>	\$600
<b>Budgeted Expenditures in SFY 2024</b>	\$600
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Approved

Line Item ID: 480-3-0087

**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**

Unemployment Ins

**Account Number**

47-28-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**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**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the State Unemployment Tax for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5
<b>Budgeted Expenditures in SFY 2023</b>	\$10
<b>Budgeted Expenditures in SFY 2024</b>	\$10
<b>Total Expenditures</b>	<u>\$25</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Water Utilities

**Account Number**

47-28-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-28-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

Line Item ID: 480-3-0090

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-28-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies - Custodial

**Account Number**

47-31-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID-19 health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels at a district wide level. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$42,089
<b>Total Expenditures</b>	<u>\$117,089</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies - Instructional

**Account Number**

47-31-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase and implementation of Amplify products which provides a system of assessments to provide data analysis, reading assessments, lesson generating and sequencing to provide teachers with targeted instruction for students. The program provides resources for teaching phonological awareness, phonics, fluency, vocabulary, comprehension, with the addition of technology and student goal setting which provides the instructional tools needed to address COVID - 19 related 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>	\$127,879
<b>Budgeted Expenditures in SFY 2024</b>	\$92,478
<b>Total Expenditures</b>	<u>\$220,357</u>

**Status**

Approved

Line Item ID: 480-3-0093

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies- Instructional

**Account Number**

47-31-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the purchase and implementation of the Kagan cooperative learning strategies which are researched based and effective with at-risk student populations. The instructional strategies promote cooperation and communication across the classroom to engage all students and to target and respond to students academic needs while addressing COVID-19 related 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>	\$135,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$135,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional development

**Account Number**

47-31-1000-3280-00

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The primary goals for USD 480's personalized learning instruction is to promote enhancements in educator practice specifically to address the learning loss suffered by the students as a result of the COVID-19 pandemic. We are currently in year 1 of a 3 year personalized learning project with Education Elements. This line item supports the following outcomes for years 2 and 3:

- Assessing personalized learning implementation and providing recommendations for improvement
- Adjusting and aligning instruction and support for personalized learning
- Targeted professional development
- Implementation of an equity by design framework to assist administrators and staff in providing responsive support.

Education Elements will provide monthly leadership calls, onsite professional development in the fall and spring based on assessment of implementation fidelity and student learning performance, capacity building training for administrators to support personalized learning implementation, and district leadership team strategy sessions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$157,600
<b>Budgeted Expenditures in SFY 2024</b>	\$157,600
<b>Total Expenditures</b>	\$315,200

**Status**

Approved

**Line Item Comment from KSDE**

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Instructional

**Account Number**

47-31-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The District is seeking retention incentive pay to retain employees in all categories which include approximately 400 Certified, 400 Classified and 30 Administrative staff members. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff at all levels is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500,213
<b>Budgeted Expenditures in SFY 2024</b>	\$250,397
<b>Total Expenditures</b>	<u>\$750,610</u>

**Status**

Approved

Line Item ID: 480-3-0096

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Instructional

**Account Number**

47-31-1000-1222-00

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The District is seeking retention incentive pay to retain employees in all categories which include approximately 400 Certified, 400 Classified and 30 Administrative staff members. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff at all levels is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$468,638
<b>Budgeted Expenditures in SFY 2024</b>	\$234,243
<b>Total Expenditures</b>	<u>\$702,881</u>

**Status**

Approved

Line Item ID: 480-3-0097

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Administrative

**Account Number**

47-31-2400-1110-00

**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 pay to retain employees. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$80,737
<b>Budgeted Expenditures in SFY 2024</b>	\$40,387
<b>Total Expenditures</b>	<u>\$121,124</u>

**Status**

Approved

Line Item ID: 480-3-0098

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Administrative

**Account Number**

47-31-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**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**

Retention incentive pay to retain employees. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$32,295
<b>Budgeted Expenditures in SFY 2024</b>	\$16,155
<b>Total Expenditures</b>	<u>\$48,450</u>

**Status**

Approved

Line Item ID: 480-3-0099

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Non Instructional

**Account Number**

47-31-2600-1214-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

Retention incentive pay to retain employees. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$532,867
<b>Budgeted Expenditures in SFY 2024</b>	\$266,193
<b>Total Expenditures</b>	<u>\$799,060</u>

**Status**

Approved

Line Item ID: 480-3-0100

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies - Books

**Account Number**

47-27-1000-6410-00

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

Line Item ID: 480-3-0101

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies - Books

**Account Number**

47-07-1000-6410-00

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

Line Item ID: 480-3-0102



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies - Books

**Account Number**

47-11-1000-6410-00

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all 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>	\$100,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$100,000</u>
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**Status**

Approved

Line Item ID: 480-3-0103

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies - Books

**Account Number**

47-08-1000-6410-00

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

Line Item ID: 480-3-0104

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies - Books

**Account Number**

47-28-1000-6410-00

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

Line Item ID: 480-3-0105

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-10-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The parents of Pre-K students in Liberal, KS were challenged with caring for their children at home during the COVID-19 pandemic without the essential services they relied on the District to provide. As a Title I school district with a high percentage of at-risk youth, the District has recognized the importance of addressing learning loss at a very young age. This line item is for the purchase of Get Set for School, which is a research proven and expert backed pre-k program to develop the foundational skills and track overall academic success of students with a scaffolded approach to instruction, new lessons and concepts that engage students in a hands-on manner with purposeful play, active engagement and custom manipulatives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$85,696
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$85,696</u>

**Status**

Approved

Line Item ID: 480-3-0106

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Computer Related Equipment-Audio  
Visual**Account Number**

47-31-1000-7340-00

**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**

The COVID-19 pandemic is prompting many school districts to abruptly and comprehensively adopt online learning, remote learning, and other activities to help contain the spread of the virus. A wide range of new applications and technologies to support student success are now available and may prove invaluable to help students adapt to fully remote learning. This line item is for Interactive display technology which is a wall mounted electronic panel (like a flat screen tv) that can function as a simple whiteboard or interact as a computer. SMART displays work with UVC webcams, Zoom, Google Meet™, Microsoft Teams™ and more. You can share screens in these applications and enhance remote learning with digital ink and lesson-delivery tools (like Spotlight) to focus students' attention. This technology can be used in every classroom, interacts with student laptops and transitions well to remote learning. The technology behind the interactive display integrates the teachers whiteboard device with student computing devices providing access, interaction and communication (even in remote learning situations and in support of social distancing)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,393,974
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,393,974</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0483

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>
Kismet-Plains	17222 Mustang Drive, Kismet, KS 678599712	P.O. Box 760, Plains, KS 678690760
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Dan Frisby	dfrisby@usd483.net	(620) 563-7103

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Melinda Justice	Board Clerk	mjustice@usd483.net	(620) 563-7102

## 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.usd483.net/uploads/5/1/7/3/51732291/usd\\_483\\_plan\\_for\\_safe\\_return\\_and\\_continuity\\_of\\_services\\_for\\_2021-2022.pdf](http://www.usd483.net/uploads/5/1/7/3/51732291/usd_483_plan_for_safe_return_and_continuity_of_services_for_2021-2022.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Our district plans to improve the HVAC systems at both our elementary schools. This will improve air quality quality and air flow in both buildings, as well as provide continuous airflow throughout the day. The existing HVAC units do not allow for continual air flow and are very outdated. New units will not only improve air quality and air flow, but also help mitigate the spread of COVID-19 in our elementary buildings. This is an allowable expense under ESSER criteria guideline fourteen (14). This construction and capital expenditure application for this project was approved on December 2, 2021.

## 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 communicated with all students in grades eighth through twelfth. The survey asked students to prioritize district needs and help set priorities on how ESSER III funds should be spent. The survey asked students to rank or prioritize items based upon their view. Options or choices ranged from technology needs or improvement to teacher training/professional development, as well as facility needs/updates and student academic and social emotional needs/support. The district received feedback from 48% of the students surveyed. Survey results indicated that student's number one priority is facility updates. We have included this need in our ESSER III plan by addressing and replacing the HVAC systems at our elementary school buildings.

## **Families**

The district sent out a similar survey to all parents and guardians in the district, asking them to place priority on district needs and help set priorities on the spending of ESSER III funds. The district received responses from 57% of parents surveyed. The district also visited with our school board and site council to gain feedback and hear suggestions or recommendations. We have also engaged our KESA building and district leadership teams. Based on this feedback, the district learned that facility updates and needs, teacher training and professional development and technology updates and needs were priorities. You have seen this in our previous ESSER II plan and continue to see these items included in our ESSER III plan.

## **School and District Administrators including Special Education Administration**

The school district administrators have been heavily involved in the prioritization process. They have met regularly to help determine priorities and needs of students in planning for the use of ESSER funds. They have further communicated with special education teachers and administrators to help determine the needs of students, as well as inquire about needed resources and supports. As a result of these meetings, the following have been determined as the most important to address in our district; 1) Elementary HVAC systems, 2) Improvement to parts of our elementary curriculums and 3) continuation of academic programs that help mitigate potential learning loss.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The district surveyed all district teachers, which included those that serve on the KNEA negotiation team, the KESA district leadership team and individual KESA building leadership teams. As previously indicated, district administrators were heavily involved in the development of all district ESSER plans. Furthermore, all building administrators followed up with their teachers and staff at faculty meetings in an effort to gain more information/clarification, as well as hear any other suggestions or ideas.

## **Tribes**

In a review of our student information system, we identified three students who reported as members of a tribe or American Indian. Ironically, these three students belonged to the same family. The district reached out to the parent of these students, in a phone conversation, to gain further feedback on how the district could use ESSER III funds to better serve and/or support the students. The parent indicated that they did not have any specific feedback or concern on this and complimented the district on how they currently spend funds. The district has reached out the Office of the Kansas Native American Tribes and was not successful in receiving a response. The district then reached out to the Governor's office in Topeka, in an effort obtain other possible contacts. The district did not receive a response.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out the Kansas Human Rights Commission. Unfortunately, they did not have any recommendations on how to better serve and support students with federal monies. The district reached out the Kansas NAACP, Hutchinson branch. The district received a response and has included the recommendation of more tutoring into the plan. They include: 1) Continue Wednesday school tutoring, 2) Create a credit recovery program for high school students and 3) purchase evidence based materials that better supports our elementary 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 reached out to the organizations in our state and region regarding suggestions to best meet the needs of our students in various subgroups. Regarding homeless students, the district has reached out to the homeless shelter in Liberal, Kansas. This is the only shelter in the eleven county SW Kansas region. There has been no response. The district has communicated with our migrant contact at Fort Scott Community College to gain more information on better supports that can be offered. The district did receive feedback regarding supports for migrant students. These include, but are not limited to continued targeted tutoring for students in reading and math and partnering with the local library to allow students to participate in the summer or regular reading program. Our district is proud that we already partner with our local community library to support students. The district will continue to work to mitigate learning loss through the Wednesday school tutoring program.

### **Provide the public the opportunity to provide input and take such input into account**

The district extended a survey to our local communities. The survey was sent out to all parents/guardians and students in grades 8th-12th. The survey seemed to be well received, but responses were more limited than we expected. In analyzing the responses it was clear communities priorities were technology updates, teacher training/support and facility updates/needs. We have included these items in our ESSER III plan. Unfortunately, our community resources/organizations are extremely limited. Our three communities are very small and do not have an organized Chamber of Commerce or civics clubs. A fair portion of our responses did come from parents or BOE members others that work for or represent a local business in our area. Examples would include, but are not limited to a local construction company, a city hall employee and a county commissioner.

### **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 483 has seen a significant increase social-emotional issues for both students and staff. A staff survey was sent out in 20-21. Survey results indicated that 65% of teachers feel that students are academically behind. 44% of teachers felt the academic loss was significant, while 34% felt the loss was normal and 7% felt the academic loss low. They further responded that the academic issues are seen slightly more than the social-emotional concerns. The indicated that the majority of emotional issues are immature behavior, poor self management, lack of social awareness and motivation. Other staff indicated that students have become more anxious, stressed and lacked proper coping skills. We have seen an increase of crises in families. Examples are; two student suicide attempts, 1 student ran away from home, 10 our elementary students lost a parent to COVID-19, 3 students were the victims of sexual abuse, DCF referrals increased and 6 students had either a father or mother leave their family. The district has seen an increase in families relocating. At the beginning of the pandemic, our district enrollment was 615. Today our enrollment is 588.

**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)**



To address learning loss, our district will continue the previous successful strategy of Wednesday School at the junior-senior high school. This is our weekly after school tutoring program. Funds will be used to purchase needed items and to pay our teachers that volunteer to academically support and help our students during this time. The district plans to create a credit recovery program for high school students. This program would run the two weeks following the conclusion of the school year. It would allow students in need to recover failed credits from the school year. Funds would be used to pay the teacher(s) as they teach and support students. Funds would be further used to purchase evidence based materials and programs and STEM instructional materials for elementary students. The district plans to purchase WONDERS Reading/ELA materials, SAVVAS math and science materials, as well as the Letters Alive (ELA) program for preK and kindergarten students and the Vocabulary A-Z program. The SAVVAS materials would complement, build upon and extend the materials that are currently being used in our junior high building with sixth grade students. These materials would help our district improve content alignment and enable our younger students to be better prepared, recognize and better understand consistent math and science ideas/concepts when they become sixth graders. These programs are proven to be effective based on evidence based research. The various research studies show that students experience consistently greater academic gains than students that do not use the programs. Letters Alive research shows that pre-K and kindergarten students strongly supports and improves the acquiring of an awareness of letters in the alphabet, learning specific sounds related to letters, understanding that letters are the building blocks of words and that words form sentences and recognizing pre-K and kindergarten sight words. Data reveals that students showed a stronger awareness, learning of letter naming, letter sounds and letter fluency than students that either did not utilize the program or used a different program. SAVVAS science and math materials research shows that science understanding, vocabulary and knowledge improves, but that also showed marked gains in second language student test scores. This would benefit our students, as we have a significant second language population. The proposed math materials specifically addresses Tier 1, 2 and 3 interventions. Tiered interventions is one area we are seeking to improve and is addressed in our KESA accreditation plan. The district would purchase a district site license for the Imagine Learning program to combat learning loss. This researched based intervention program supports/reinforces math, language literacy, dyslexia and is structured to best support ESOL students. The district would purchase chromebooks for students in an effort to reduce the spread of COVID-19. The use of ESSER III learning loss funds would allow the district to purchase 200 DELL chromebooks and chargers which would provide new chromebooks for students as part of the district rotation. The district will also purchase computers and equipment to create an at-risk student computer lab. This lab will be used in conjunction with the computer science program. It will service students that are not currently "connected" with school, and as a result are considered to be "at risk" of being successful academically and graduating from high school. This lab will be used both during the school day for learning and also as part of an after school program. It will provide students a place to work, learn, play and connect with other students through the use of computers and technology.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The district will spend the remaining ESSER II funds based upon the submitted and approved ESSER II plan.

**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 continues to monitor and evaluate the effectiveness and impact on academics. Our board of education, administration and teachers feel that one of the most effective programs is our Wednesday school program for junior and senior high students. This programs incorporates peer mentoring, academic support from staff and periodically feeds students as well. This program promotes and provides academic support, mental health support and social/emotional support (our counselors help) for all students in attendance. All students are encouraged and welcome to attend. This upcoming Fall, we will bring in a certified student counselor, from COMPASS mental health support, to meet with and train our teachers and staff on suicide prevention and student social-emotional supports. Our ESSER III plan addresses not only social-emotional needs, but provides academic and social-emotional support, as well as opportunities for students to connect with other students and peers. This in turn lowers the number of at-risk factors for students and increases the opportunity to be academically successful and stay on track to graduate. The district will monitor the number of students that are recommended to attend Wednesday school, as well as their grades. We will further monitor the number of students that are engaged in school clubs and programs.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,323,828	\$0	\$1,323,828	ESSER III Allocations	\$264,766
Approved Total	\$1,188,790	\$0	\$1,188,790	Approved Total	\$129,729
Amount Left	\$135,038	\$0	\$135,038	Amount Still Needed	\$135,037
In Review Total	\$135,037	\$0	\$135,037	In Review Total	\$135,037
Amount Left	\$1	\$0	\$1	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
483-3-0022	Direct	True	1000	321	12	\$70,000	Task Force Review
483-3-0023	Direct	True	1000	650	12	\$17,000	Task Force Review
483-3-0024	Direct	True	1000	650	9	\$33,037	Task Force Review
483-3-0025	Direct	True	1000	320	12	\$15,000	Task Force Review
483-3-0003	Direct	True	1000	600	12	\$16,845	Approved
483-3-0004	Direct	True	1000	600	12	\$20,619	Approved
483-3-0005	Direct	True	1000	650	9	\$10,360	Approved
483-3-0006	Direct	True	1000	600	12	\$35,307	Approved
483-3-0007	Direct	True	1000	100	11B	\$13,450	Approved
483-3-0008	Direct	True	1000	110	11A	\$1,000	Approved
483-3-0009	Direct	False	2600	700	13	\$423,624	Approved
483-3-0010	Direct	False	2600	700	13	\$635,437	Approved
483-3-0011	Direct	True	1000	610	12	\$3,255	Approved
483-3-0013	Direct	True	1000	610	9	\$28,000	Approved
483-3-0014	Direct	True	1000	600	9	\$115	Approved
483-3-0015	Direct	True	1000	610	12	\$27	Approved
483-3-0016	Direct	True	1000	610	4	\$39	Approved
483-3-0017	Direct	True	1000	610	9	\$85	Approved
483-3-0018	Direct	True	1000	610	9	\$610	Approved
483-3-0019	Direct	True	1000	610	12	\$17	Approved

## Line Item Details

Line Item ID: 483-3-0022

**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**

At Risk

**Account Number**

13610

**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**

Our district currently provides preschool for half a day. Prior to the beginning of school when administrators met with board of education, we included a plan to prepare for offering all day preschool for our students, families and communities. Providing an all day preschool will better prepare our young students by providing further early educational intervention(s) for students. Based on our figures, this amount of funds would allow us to begin providing all day preschool in the 2023-2024 school year. Using ESSER monies will also give us another year to financially prepare for funding the 2024-2025 school year. The specific groups who would be affected are our At-risk and ESOL students. It is widely known that students were negatively affected academically due to the COVID pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$70,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Task Force Review

Line Item ID: 483-3-0023

**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**

At-Risk

**Account Number**

13610

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The My Education Data program allows teachers to be able to access multiple pieces of student data on one dashboard. This program will be used to make instructional/educational decisions directly based upon individual or subgroup student data. Data related to attendance, test scores, local assessments, state assessments, and others. This program will equip school staff to make better informed decisions, as well as allow parents to access the data and progress of their student. School staff will also be able to see student trends. The program will be used in conjunction with the student's individual plan of study. The amount requested would fund the program for two years. The groups that would be addressed are our At-Risk and ESOL 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>	\$17,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$17,000</u>
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**Status**

Task Force Review

Line Item ID: 483-3-0024

**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**

At-Risk

**Account Number**

13610

**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 Lexia Core 5 program will be used as an reading/structured literacy intervention/support program for students. Our district has a high population of ESOL students, at-risk students and economically disadvantaged students. This program will be used to academically support these student groups. It will further address learning loss that was created by the pandemic, as well as an intervention tool that will also allow teachers to better monitor student's academic needs, while also monitoring and showing their academic growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,037
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$33,037</u>

**Status**

Task Force Review

Line Item ID: 483-3-0025

**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**

Professional Development

**Account Number**

70904

**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**

The district will allocate funds to be able to send teachers to professional development to better support students that have been negatively affected and suffered learning loss by the COVID-19 pandemic. These funds will allow teachers to learn the most applicable strategies to best serve and support our most vulnerable student populations. These include but are not limited to our ESOL, At-Risk, Special Education and Homeless students. \*\*Response to clarification request - We want our teachers to be able to gain further information/training that will better help them to support our students. We want them to be able to hear from leaders in areas regarding best ESOL supports, dyslexia, social/emotional supports, PLC's and other topics. We envision being able to send teachers to some state and national conferences to gain information. These teachers would then return and share the information with their colleagues.

<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: 483-3-0003

**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**

Student Materials Revolve/Textbook

**Account Number**

36550

**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**

Funds will be used to purchase the SAVVAS elementary math interventions materials that will be geared to our ESOL population. These materials are researched based.

<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>	\$16,845
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$16,845</u>
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**Status**

Approved

Line Item ID: 483-3-0004

**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**

Student Materials/Revolving/Textbooks

**Account Number**

36550

**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**

SAVVAS science intervention materials are researched based and will be geared for our ESOL students, as well as other groups that have had a learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$20,619
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$20,619</u>
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**Status**

Approved

Line Item ID: 483-3-0005

**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**

Student Materials Revolving/Textbooks

**Account Number**

36600

**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 Letters Alive program is a research based program that improves letter recognition and phonemic awareness for kindergarten and PreK students. This program is designed to accelerate learning and letter recognition, as well as phonemic knowledge. The program will be used to help close the learning gap for younger students involved in our EL program, as well as other subgroups.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,360
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,360</u>

**Status**

Approved

Line Item ID: 483-3-0006

**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**

Student Materials Revolving/Textbooks

**Account Number**

36550

**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**

The WONDERS Reading/ELA materials are a researched based materials that have been identified to help second language students close the learning gap and address learning loss. The majority of our student population is comprised of ESL students. Our school leaders feel these materials will not only address learning loss, but also specifically better help our ESL student population.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,307
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,307</u>

**Status**

Approved

Line Item ID: 483-3-0007



**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 Salary

**Account Number**

12000

**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**

Funds will be used to pay teachers that support and teach students in our Wednesday School program. On average, there are 8-12 teachers and 35-40 students that attend Wednesday school each week. This weekly program provides academic, social-emotional and mentoring for students. It has helped our schools to close the learning gap that was created by the COVID-19 pandemic, as well as keep students on track and avoid at-risk behaviors. These funds would fund the program for the 22-23 school year and through September of 2024. This program is geared to help our EL students as well as other underserved groups that have been most impacted 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>	\$13,450
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,450</u>

**Status**

Approved

Line Item ID: 483-3-0008

**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**

Teacher Salary

**Account Number**

12000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used to establish an end of the year credit recovery program for high school students. Funds would pay the teacher or teachers that would teach and support students, as they work to recover credits. This program is designed to allow students to regain enough credits to prevent failure, as well as keep them on track to graduate. We anticipate that on average the program would require 1-2 teachers and would involve 3-5 students. This would focus on those students in our homeless, Migrant and ESOL populations that have fallen behind due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

How many staff and how many students do you anticipate would utilize this program.

Line Item ID: 483-3-0009

**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**

22450 - PES

**Account Number**

2600

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

700 - PROPERTY

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Replace HVAC units at Plains elementary with new units that provide cleaner air and continuous air flow. This is being done in an effort to mitigate the spread of the COVID virus, as well as improve the health of our students and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$423,624
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$423,624</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 483-3-0010

**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**

Capital Outlay - KES

**Account Number**

22500

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

700 - PROPERTY

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Replace HVAC units at Kismet elementary with new units that provide cleaner air and continuous air flow. This is being done in an effort to mitigate the spread of the COVID virus, as well as improve the health of our students and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$635,437
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$635,437</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 483-3-0011

**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**

Special Education

**Account Number**

29750

**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**

These three Lightspeed Technologies units will be used to not only address learning loss, but also current learning. They will be used to allow hearing impaired students to hear the instructor, which will in turn help them to better understand the instructor and the content to improve learning, as well as positively impact grades and test scores. This would focus on those special education students that are on an IEP for significant hearing loss or hearing impaired.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,255
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,255</u>

**Status**

Approved

Line Item ID: 483-3-0013

**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**

At Risk

**Account Number**

13610

**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**

The Imagine Learning math and literacy program is researched based and proven to be a solid intervention to support. This would focus on those students in our ESOL, Migrant, Special Education and Homeless populations that have fallen behind due to the pandemic. This program would allow us to continue to close the learning gap for our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$28,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,000</u>

**Status**

Approved

Line Item ID: 483-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

At Risk

**Account Number**

13610

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Vocabulary A-Z program is research based and has shown to improve language acquisition during early childhood education. This program would allow us to continue to close the learning gap for our students. This would focus on students in our Migrant, At Risk and ESOL populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$115
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Approved

Line Item ID: 483-3-0015

**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**

Teaching Supplies

**Account Number**

12600

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This STEM building block set would be used by elementary students in an effort to decrease learning loss, as well as foster thinking, problem solving and creativity. This will be used to address learning loss for out at-risk, ESOL and special education students who have been affected 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>	\$27
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$27</u>

**Status**

Approved

Line Item ID: 483-3-0016

**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**

Teaching Supplies

**Account Number**

12600

**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**

This STEM building block set would be used by elementary students in an effort to decrease learning loss, as well as foster thinking, problem solving and creativity. This will be used to address learning loss for our ESOL, At-Risk students and Special Education students that have been affected 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>	\$39
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$39</u>

**Status**

Approved

Line Item ID: 483-3-0017

**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**

Teaching Supplies

**Account Number**

12600

**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**

The STEM TTS Bee-Bot is programmable and would be used by elementary students in an effort to decrease learning loss, as well as foster thinking, problem solving and creativity, as well as foster thinking, problem solving and creativity. This would be used to address learning loss for our At-Risk, ESOL and special education students who have been affected 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>	\$85
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$85</u>

**Status**

Approved

**Line Item Comment from KSDE**

Line Item ID: 483-3-0018



**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**

Teaching Supplies

**Account Number**

12600

**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**

This STEM TTS Bee Bot Programmable Floor Robot starter set would be used by elementary students in an effort to decrease learning loss, as well as foster thinking, problem solving and creativity. This will be used to address learning loss for our at-risk, ESOL and special education students who have been affected 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>	\$610
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$610</u>

**Status**

Approved

Line Item ID: 483-3-0019

**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**

Teaching Supplies

**Account Number**

12600

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This STEM building block set would be used by elementary students in an effort to decrease learning loss for those students affected by the pandemic. It would further foster thinking, problem solving and creativity for our special education and ESOL students, as well as foster thinking, problem solving and creativity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17</u>

**Status**

Approved

