



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

January 6th Task Force Meeting Pre-Read Materials

Dear Task Force members,

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

- 1 districts are requesting a change to their previously allocated ESSER II funds.
- 11 districts are allocating ESSER III funds. This includes their plans as well as their line items.
- 7 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 no later than Thursday, January 5th, 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 – December 9, 2022

Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, December 9, 2022.

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

Approval of Agenda

Roberta Lewis made a motion to approve the agenda as presented for the December 9 meeting and Melissa Rooker seconded it. Motion carried unanimously.

MOTION
(00:00:07)

Attendance

The following Task Force members attended by video conference:

Jim Porter	Janet Waugh
Simeon Russell	Lisa Peters
Frank Harwood	Roberta Lewis
Adam Proffitt	Jamie Rumford
Melissa Rooker	Adam Thomas
Nick Compagnone	

Approval of November 4 Minutes

Jamie Rumford made a motion to approve the November 4 minutes and Bert Lewis seconded it. Motion carried unanimously.

MOTION
(00:00:38)

ESSER II: Change Application Status Update – Doug Boline

Doug Boline started the meeting off by stating that there are 6 ESSER II change requests being reviewed in today's meeting and if approved, the change requests will be recommended to the State Board of Education for approval on Tuesday, December 13, 2022. The ESSER II change requests consist of 200 individual budgeted expenditures totaling a value of \$3.8 million.

(00:02:09)

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

The eligible expenditures for the 6 ESSER II change requests totaled to \$3,751,559 (cumulative). The net change for the eligible requests total to \$5.

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://www.ksde.org).

(00:02:42)

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

Roberta Lewis made a motion to approve the 6 ESSER II change requests as presented. Jamie Rumford seconded it. Motion carried (11-0).

MOTION
(00:03:55)

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

Doug Boline mentioned that the 13 districts represented in today's ESSER III application batch have requested \$19 million (for eligible expenditures): 83% of their total allocation. The average eligible expenditures (requested) per district (for this specific batch) range from \$27,251 to \$6,661,560; average amount per district is \$1,451,240. The eligible planned expenditures (for this batch) per student range from \$282 to \$2,523; average amount is \$1,546.

(00:10:12)

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

The eligible expenditures for the 8 ESSER III change requests totaled to \$24,573,000 (cumulative). The net change for the eligible requests total to \$1,232,826. 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).

(00:13:19)

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

Bert Lewis made a motion to approve the ESSER III change requests and applications, with the exception of USD 416 Louisburg. Adam Proffitt seconded it. Motion carried (6-3-1).

MOTION
(00:15:20)

Adjournment

Chairman Porter adjourned the meeting at 3:21 p.m. The next meeting will occur on Friday, January 6, 2023 at 3:00 p.m.



Commissioner's K-12 Relief Funds Task Force

KANSAS
STATE DEPARTMENT OF
EDUCATION
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Task Force Meeting
January 6th, 2023


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1

ESSER II: Change Application Status Update

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2

ESSER II
status
update

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

- 1 ESSER II change applications from districts representing 1,493 students¹
- 79 individual budgeted expenditures totaling a value of \$0.5M

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

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3

ESSER II Update | Overview

Slates of plans previously approved by State Board	286 plans	\$340M
Batch of change request plans being reviewed today	1 plans	\$0.5M
Batch of plans being reviewed today	0	\$0
Plans that have not yet been submitted	0 plans	
Plans that are in progress	0 plans	

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4

ESSER II: Discussion of Change Requests Deemed Eligible by KSDE



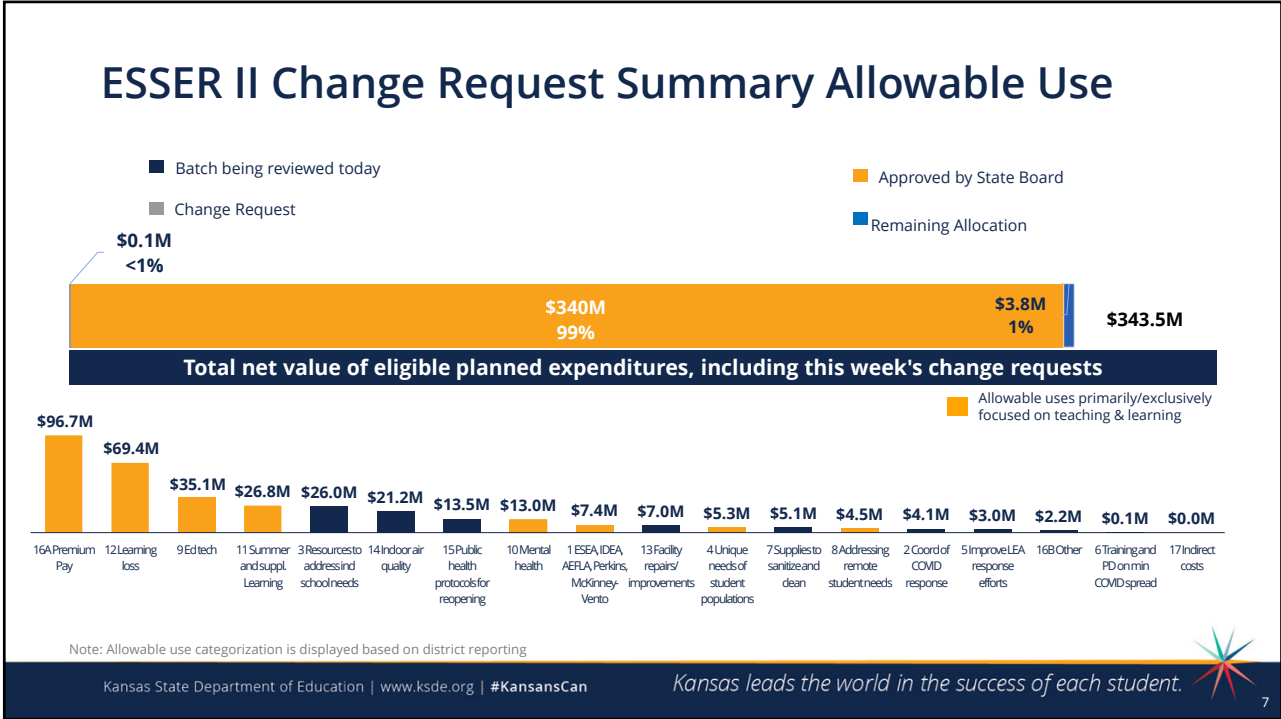
5

ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
394	Rose Hill	\$518,328	\$390,087	\$518,328	\$128,241	Premium Pay and Salaries
<i>Total</i>		<i>\$518,328</i>	<i>\$390,087</i>	<i>\$518,328</i>	<i>\$128,241</i>	



6



7

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

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8

Vote to recommend the slate of ESSER II requests

Scope:
- 1 ESSER II change request



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9

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

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10

10

ESSER III status update

The following district's application from previous State Board meetings has met stakeholder consultation requirements and are fully approved.

- USD 416 Louisburg

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



11

ESSER III status update

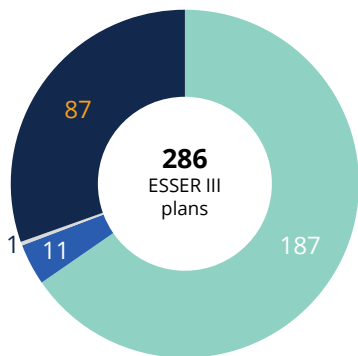
11 ESSER III plans projected to be reviewed in the current slate. 8 ESSER III change plans to be reviewed in the current slate.

- 11 districts submitted ESSER III plans representing 13,871 students.
- 229 individual budgeted expenditures totaling a value of \$15.6M with \$14.3M being considered eligible expenditures, and \$653,565 considered ineligible expenditures.
- 7 districts submitted ESSER III change plans representing 1,802 students.
- 124 individual budgeted expenditures totaling a value of \$2.9M.



12

ESSER III Update | Overview



States of plans fully approved by State Board

187 plans

\$601.1M

Plans conditionally approved at previous State Board

0 plans

\$0M

Batch of plans being reviewed today

11 plans

\$14.9M

Plans that have not yet been submitted

1 plans

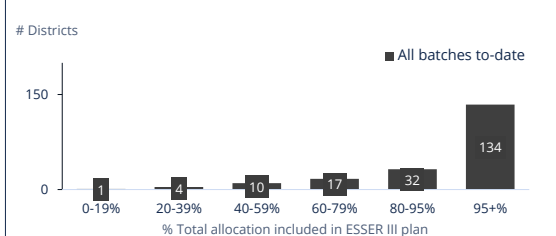
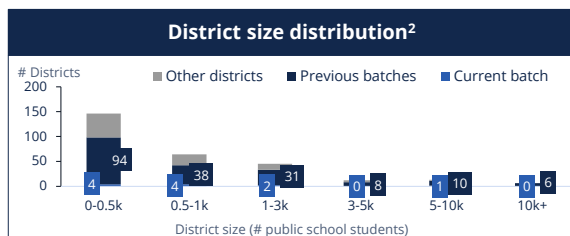
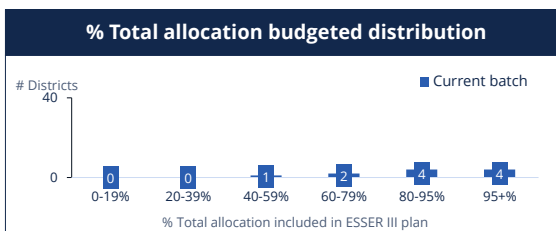
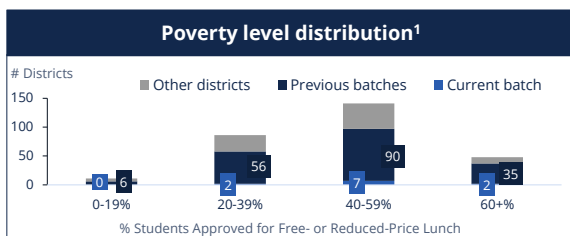
Plans that are under KSDE review

87 plans



13

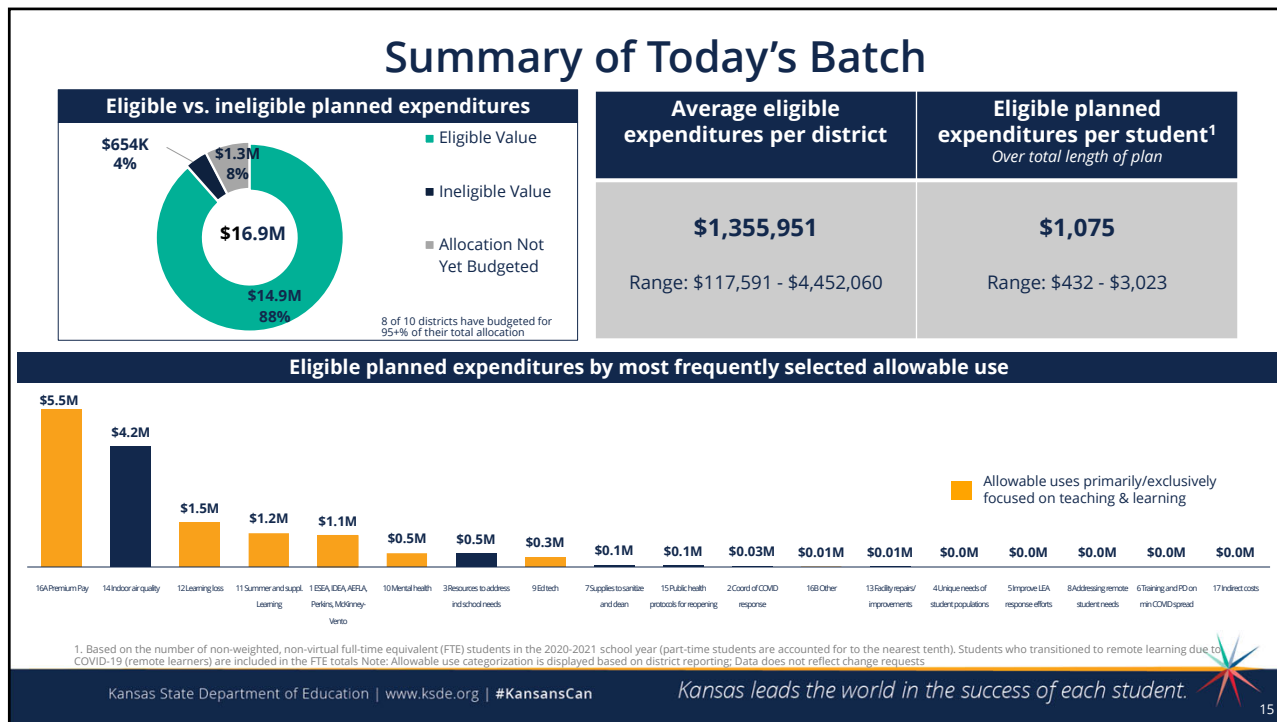
Program Summary | Profile of monthly batch of ESSER III districts



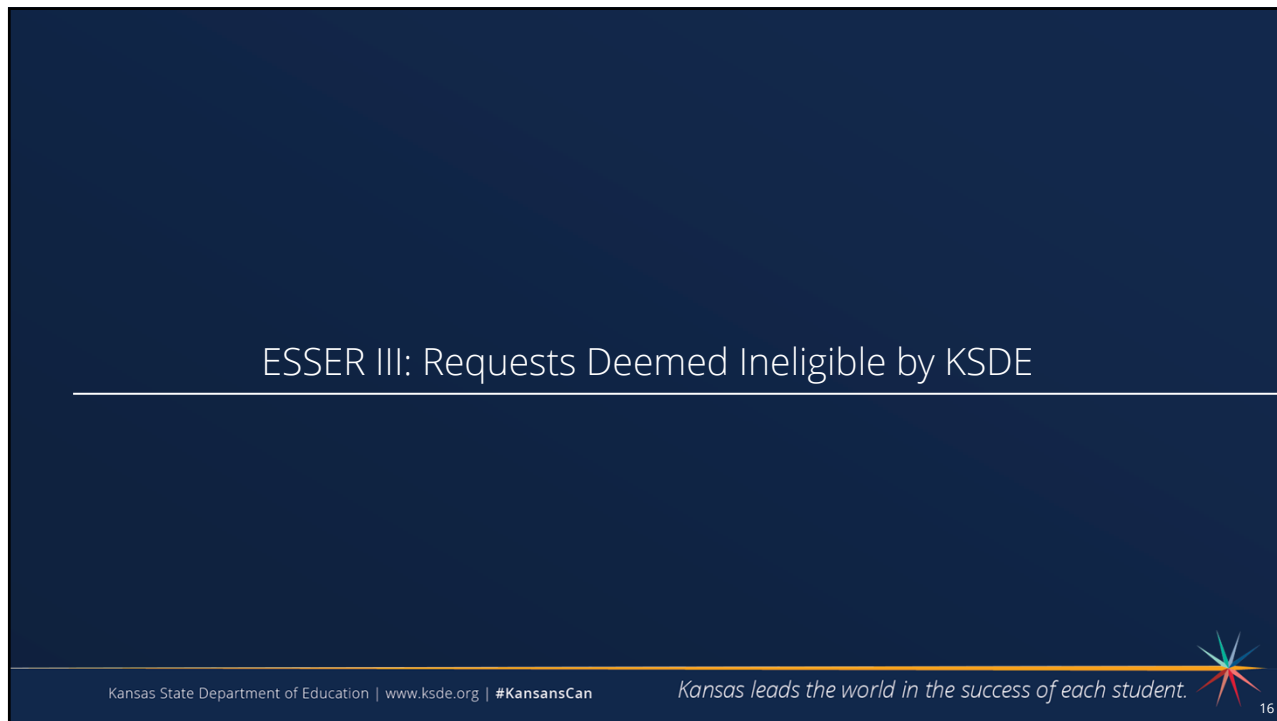
1. Districts were grouped based on the % of student headcount approved for free or reduced-price lunch in the 2020-2021 school year 2. Districts were grouped based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted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



14



15



16

USD 309: Nickerson | Ineligible line-items

Ineligible planned expenditures - Total value: \$70,000

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$40,000	1000	736	9. Purchasing education technology (including hardware, software, and connectivity) for the LEA's students.	Alternative After-School Programming - The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social- emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. Additionally, we lost more than 100 students during the pandemic to online, internet schooling. With research indicating activity engagement enhances and promotes school attendance and participation, we would like to develop an alternative after-school program that appeals to these students and requires faithful attendance and academic achievement to participate. The use of expanded technologies via computers, video games, gaming strategies, and competitions will further encourage participation. The development of this program could impact as much as 20% of our enrollment at the high school if done well, and perhaps allow us to recover some of those students lost. This program will be housed in a formerly unused portion of our library. The hardware needed to develop this program can also be used for future growth in our CTE pathways in Software and Systems Development.	This is not an allowable use of ESSER Funds.



17

USD 309: Nickerson | Ineligible line-items

Ineligible planned expenditures - Total value: \$70,000

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$30,000	2230	613	3. Providing principals and other school leaders with resources to address individual school needs.	Alternative After-School Programming - The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social- emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. Additionally, we lost more than 100 students during the pandemic. Most switched to online, internet schooling. With research indicating activity engagement enhances and promotes school attendance and participation, we would like to develop an alternative after-school program that appeals to these students and requires faithful attendance and academic achievement to participate. The use of expanded technologies will further encourage participation. The development of this program could impact as much as 20% of our enrollment at the high school if done well. This program will be housed in a formerly unused portion of our library. Conventional school desks will not provide what is needed for this program to prosper. These funds will be used to outfit the room with appropriately ergonomic furnishings for this purpose. This would qualify for funding pursuant to Allowable Use section 3 - Providing principals and other school leaders with resources to address individual school needs.	This is not an allowable use of ESSER Funds.



18

USD 506: Labette | Ineligible line-items

Ineligible planned expenditures - Total value: \$583,565

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$23,185	1000	739	12 - Addressing learning loss among students, including vulnerable populations.	Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force. Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage. Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways. To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs. Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender). At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students. Following is a list of specific equipment deemed necessary by our CTE Instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students: Marty Warren-Applied Mathematics and Engineering Pathway.	This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.



USD 506: Labette | Ineligible line-items

Ineligible planned expenditures - Total value: \$583,565

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$117,000	1000	739	12 - Addressing learning loss among students, including vulnerable populations.	Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force. Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage. Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways. To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs. Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender). At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students. Following is a list of specific equipment deemed necessary by our CTE Instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students: Kelsey Crissman-Health Sciences Anatomage Table (equipment) Laerdal "Nurse Anne" Simulator (equipment) Laerdal "Nurse Anne" Geriatric Skin (equipment) Total-\$117,000	This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.



USD 506: Labette | Ineligible line-items

Ineligible planned expenditures - Total value: \$583,565

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$108,573	1000	739	12 - Addressing learning loss among students, including vulnerable populations.	Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force. Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage. Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways. To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs. Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender). At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students. Following is a list of specific equipment deemed necessary by our CTE instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students: Peter Omar/khall/Rocky Becker/Eric Britts- Manufacturing Processes Haas TL2 CNC Lathe and Tooling Package Cutter- Roland SG3-540-w/take up reel Laser Engraver/Cutter- Epilog Fusion Edge 24-40 Machine - Array 617005 TOTAL \$108,573	This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.



21

USD 506: Labette | Ineligible line-items

Ineligible planned expenditures - Total value: \$583,565

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$32,133	1000	739	12 - Addressing learning loss among students, including vulnerable populations.	Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force. Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage. Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways. To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs. Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender). At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students. Following is a list of specific equipment deemed necessary by our CTE instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students: Kyle Zwahlten- Comprehensive Agricultural/Animal Science Bovine Birthing Ultrasound Simulator and Model Bovine Fetal Development Models Total \$32,133	This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.



22

USD 506: Labette | Ineligible line-items

Ineligible planned expenditures - Total value: \$583,565

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$95,387	1000	739	12 - Addressing learning loss among students, including vulnerable populations.	Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force. Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage. Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways. To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs. Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender). At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students. Following is a list of specific equipment deemed necessary by our CTE instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students: Tyler Cares / Peter Omarkhall - Architectural/Construction Pathway Skytrak Telehandler 8042 Telehandler Zuma 4x9' Basket Head Wide Belt Sander (20)- H2935 24' Spiral Head/Industrial Planer- G996115' Rolling Scaffolding Tower with caster wheels TOTAL- \$95,387	This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.



23

USD 506: Labette | Ineligible line-items

Ineligible planned expenditures - Total value: \$583,565

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$81,199	1000	739	12 - Addressing learning loss among students, including vulnerable populations.	Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force. Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage. Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways. To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs. Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender). At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students. Following is a list of specific equipment deemed necessary by our CTE instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students: Keith Geren/Rocky Becker- Power Structural Systems U.S. Industrial 13' 125 Ton CNC Hydraulic Press Brake Press Brake Total \$81,199	This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.



24

USD 506: Labette | Ineligible line-items

Ineligible planned expenditures - Total value: \$583,565

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$94,009	1000	739	12 - Addressing learning loss among students, including vulnerable populations.	Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force. Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage. Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways. To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs. Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender). At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students. Following is a list of specific equipment deemed necessary by our CTE Instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students: Keith Geren/Rocky Becker- Power Structural Systems Edwards Radius Roller and Porta Power 230 single phase \$20,675 Edwards Horizontal Press \$12,139 Welding Fabrication Layout Jig Table and toolbox \$12,033 MToolKit Assembled with Red KTL1023AP \$35,041 Milwaukee PowerTool labs \$5,301.91 ATEC Electrical Trainer John Deere Submounts \$8,820. Total: \$94,009.91	This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.



25

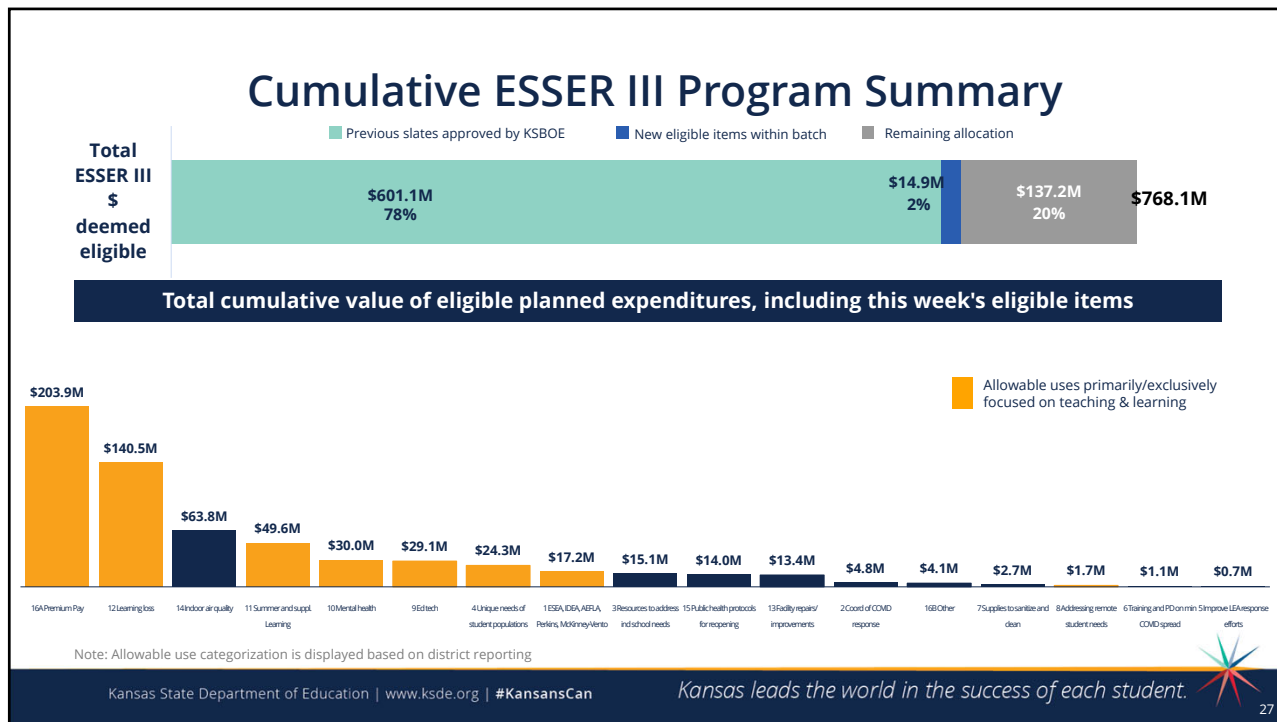
USD 506: Labette | Ineligible line-items

Ineligible planned expenditures - Total value: \$583,565

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$32,079	1000	739	12 - Addressing learning loss among students, including vulnerable populations.	Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force. Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage. Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways. To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs. Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender). At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students. Following is a list of specific equipment deemed necessary by our CTE Instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students: Juliana Moffatt- Entrepreneurship and Business Eversys Automatic Espresso Machine (Qty.2) Twin Station Coffee Brewers \$32,079. Total: \$32,079	This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.



26



27

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

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28

ESSER III: Discussion of Change Requests Deemed Eligible by KSDE



29

ESSER III Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
109	Republic	\$723,240	\$723,240	\$723,240	\$0	Premium Pay and Salaries
200	Greeley	\$359,449	\$35,311	\$71,890	\$36,579	Software and Technology
283	Elk Valley	\$389,448	\$182,530	\$234,684	\$52,154	After School and Summer Programs



30

ESSER III Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
285	Cedar Vale	\$377,179	\$377,179	\$377,179	\$0	Window Replacements, Salary for Nursing Position
297	St. Francis	\$440,247	\$435,883	\$440,247	\$4,362	Salaries
298	Lincoln	\$554,985	\$332,600	\$382,600	\$50,000	HVAC

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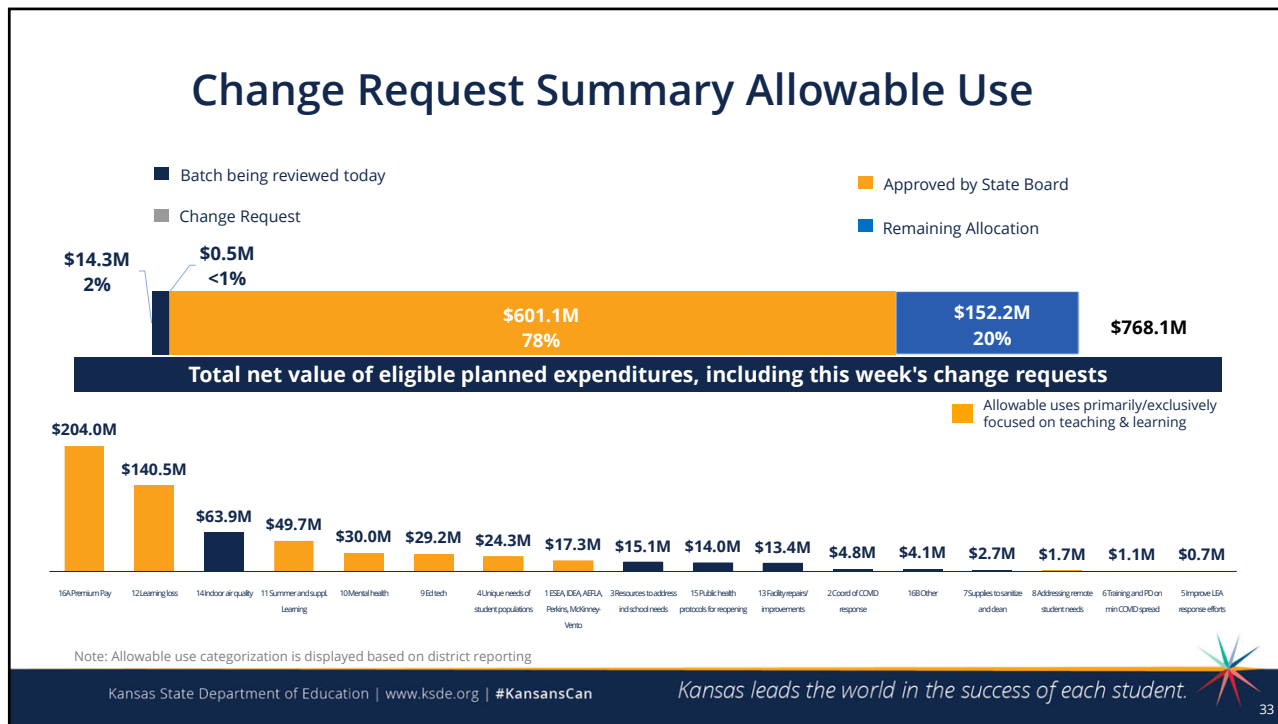
31

ESSER III Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
507	Satanta	\$557,163	\$278,582	\$557,163	\$278,581	Salaries, New positions
<i>Total</i>		<i>\$3,401,751</i>	<i>\$2,365,327</i>	<i>\$2,850,153</i>	<i>\$484,826</i>	

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32



33

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

34

34

Vote to recommend the final slate of ESSER III requests

Scope:

- 11 ESSER III applications
- 7 ESSER III change request

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35

Thank You



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STATE DEPARTMENT OF
EDUCATION
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36

ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced- Price Lunch ²	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) ¹
1	394	Rose Hill Public Schools	1,493	28%	\$ 518,328	\$ 390,087	75%	\$ 518,328	\$ 518,328	\$ 128,241	100%	\$ 347
Total			1,493	28%	\$ 518,328	\$ 390,087	75%	518,328	\$ 518,328	\$ 128,241	100%	\$ 347

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

Kansas CommonApp (2020)

3538-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



Rwdejbyb

394_Rose Hill_ESSER II Change_111522

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 394 Rose Hill Schools

Applicant / Mailing Address

104 N Rose Hill Rd
Rose Hill, KS 67133

Applicant / First and Last Name of Owner, CEO, or Executive Director Sabrina Dunkin

Applicant / Email Address of Owner, CEO, or Executive Director sdunkin@usd394.com

Applicant / Phone Number 3167763300

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) 48-0966028

Applicant / Website Address (if applicable) www.usd394.com

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	Rose Hill Unified School District No 394
District Number	394
Mailing Address Street Address	104 N ROSE HILL RD
Mailing City	ROSE HILL
Mailing Address Zip Code	67133
Authorized Representative of the District Name	Sabrina Dunkin
Authorized Representative of the District Position or Title	Director of Finance
Authorized Representative of the District Email Address	purchasing@usd394.com
Authorized Representative of the District Phone Number	+13167763300
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	rchickadonz@usd394.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.

The only change we have made since our last application submission is to correct some amounts and use the remainder of our funds to provide our staff a retention premium pay for continuing employment between Dec 1 and May 23, 2023. We have had 2 recent instructional positions come open and we hope this will help us avoid further resignations for this school year.

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

Our biggest concern when we had to close schools in 2020 was the social health of the students during the virtual learning requirements. We have focused a lot of our funds to ensure that area is addressed.

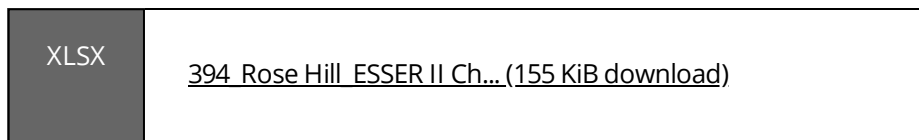
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We spent the majority of our ESSER II money on staff positions for Social Emotional Learning as well as a consultant to help the rest of our instructional staff get in line with the SEL platform.

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

Sabrina Dunkin

Date

11/15/2022

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
394	Rose Hill Public Scho	01/03/2023

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
394-1-001-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 12,705	\$ 12,705	\$ -	\$ -	\$ -	77144	Approved at the July 2022 State Board Meeting
394-1-002-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,301	\$ 13,301	\$ -	\$ -	\$ -	77145	Approved at the July 2022 State Board Meeting
394-1-003-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,301	\$ 13,301	\$ -	\$ -	\$ -	77146	Approved at the July 2022 State Board Meeting
394-1-004-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,301	\$ 13,301	\$ -	\$ -	\$ -	77147	Approved at the July 2022 State Board Meeting
394-1-005-20230110	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	Social Emotional Counselor FICA	\$ 4,160	\$ 4,160	\$ -	\$ -	\$ -	77178	Approved at the July 2022 State Board Meeting
394-1-006-20230110	Eligible	Direct Allocation	Support Services - School Administration	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	Student absence reporting/recording software	\$ 700	\$ 700	\$ -	\$ -	\$ -	77201	Approved at the July 2022 State Board Meeting

394-1-007-20230110	Eligible	Direct Allocation	Support Services - School Administration	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	Student absence reporting/recording software	\$ 700	\$ 700	\$ -	\$ -	\$ -	77202	Approved at the July 2022 State Board Meeting
394-1-008-20230110	Eligible	Direct Allocation	Support Services - School Administration	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	Student absence reporting/recording software	\$ 700	\$ 700	\$ -	\$ -	\$ -	77203	Approved at the July 2022 State Board Meeting
394-1-009-20230110	Eligible	Direct Allocation	Support Services - School Administration	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	Student absence reporting/recording software	\$ 700	\$ 700	\$ -	\$ -	\$ -	77204	Approved at the July 2022 State Board Meeting
394-1-010-20230110	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Devices to help with remote learning	\$ 3,084	\$ 3,084	\$ -	\$ -	\$ -	77216	Approved at the July 2022 State Board Meeting
394-1-011-20230110	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Devices to help with remote learning	\$ 2,613	\$ 2,613	\$ -	\$ -	\$ -	77217	Approved at the July 2022 State Board Meeting

394-1-012-20230110	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Devices to help with remote learning	\$ 1,327	\$ 1,327	\$ -	\$ -	\$ -	77219	Approved at the July 2022 State Board Meeting
394-1-013-20230110	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	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	Locking mailbox for food service records collection without cross contamination between the staff of each kitchen.	\$ 40	\$ 40	\$ -	\$ -	\$ -	77416	Approved at the July 2022 State Board Meeting
394-1-014-20230110	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	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	Locking mailbox for food service records collection without cross contamination between the staff of each kitchen.	\$ 40	\$ 40	\$ -	\$ -	\$ -	77417	Approved at the July 2022 State Board Meeting
394-1-015-20230110	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	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	Locking mailbox for food service records collection without cross contamination between the staff of each kitchen.	\$ 40	\$ 40	\$ -	\$ -	\$ -	77418	Approved at the July 2022 State Board Meeting
394-1-016-20230110	Eligible	Direct Allocation	Support Services (Students)	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480	\$ 480	\$ -	\$ -	\$ -	77570	Approved at the July 2022 State Board Meeting

394-1-017-20230110	Eligible	Direct Allocation	Support Services (Students)	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480	\$ 480	\$ -	\$ -	\$ -	77571	Approved at the July 2022 State Board Meeting
394-1-018-20230110	Eligible	Direct Allocation	Support Services (Students)	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480	\$ 480	\$ -	\$ -	\$ -	77572	Approved at the July 2022 State Board Meeting
394-1-019-20230110	Eligible	Direct Allocation	Support Services (Students)	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480	\$ 480	\$ -	\$ -	\$ -	77573	Approved at the July 2022 State Board Meeting
394-1-020-20230110	Eligible	Direct Allocation	Other Support Services-School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77132	Approved at the July 2022 State Board Meeting
394-1-021-20230110	Eligible	Direct Allocation	Other Support Services-School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77133	Approved at the July 2022 State Board Meeting

394-1-022-20230110	Eligible	Direct Allocation	Other Support Services-School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77134	Approved at the July 2022 State Board Meeting
394-1-023-20230110	Eligible	Direct Allocation	Other Support Services-School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77135	Approved at the July 2022 State Board Meeting
394-1-024-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 13,631	\$ -	\$ 13,631	\$ -	\$ -	77144	Change Request: Previously approved for \$14,200 SFY 2022
394-1-025-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 13,630	\$ -	\$ 13,630	\$ -	\$ -	77145	Change Request: Previously approved for \$14,200 SFY 2023
394-1-026-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 13,630	\$ -	\$ 13,630	\$ -	\$ -	77146	Change Request: Previously approved for \$14,200 SFY 2024
394-1-027-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 13,630	\$ -	\$ 13,630	\$ -	\$ -	77147	Change Request: Previously approved for \$14,200 SFY 2025
394-1-028-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 4,473	\$ -	\$ 4,473	\$ -	\$ -	77154	Change Request: Previously approved for \$3,625 SFY 2025

394-1-029-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 2,966	\$ -	\$ 2,966	\$ -	\$ -	77155	Change Request: Previously approved for \$3,625 SFY 2026
394-1-030-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 2,966	\$ -	\$ 2,966	\$ -	\$ -	77156	Change Request: Previously approved for \$3,625 SFY 2027
394-1-031-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 2,966	\$ -	\$ 2,966	\$ -	\$ -	77157	Change Request: Previously approved for \$3,625 SFY 2028
394-1-032-20230110	Eligible	Direct Allocation	Other Support Services-School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA ADMIN -Change Request	\$ 4,359	\$ -	\$ 4,359	\$ -	\$ -	77174	Approved at the July 2022 State Board Meeting
394-1-033-20230110	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL COUNSELOR - Change Request	\$ 4,058	\$ -	\$ 4,058	\$ -	\$ -	77178	Approved at the July 2022 State Board Meeting
394-1-034-20230110	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL PARA	\$ 934	\$ -	\$ 934	\$ -	\$ -	77182	Change Request: Previously approved for \$1,109 SFY 2028
394-1-035-20230110	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener - Change Request	\$ 6,006	\$ -	\$ 6,006	\$ -	\$ -	77590	Approved at the July 2022 State Board Meeting

394-1-036-20230110	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener - Change Request	\$ 5,906	\$ -	\$ 5,906	\$ -	\$ -	77591	Approved at the July 2022 State Board Meeting
394-1-037-20230110	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener	\$ 4,419	\$ -	\$ 4,419	\$ -	\$ -	77592	Approved at the July 2022 State Board Meeting
394-1-038-20230110	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener	\$ 4,419	\$ -	\$ 4,419	\$ -	\$ -	77593	Approved at the July 2022 State Board Meeting
394-1-039-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 14,706	\$ -	\$ -	\$ 14,706	\$ -	77144	Approved at the July 2022 State Board Meeting
394-1-040-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 14,706	\$ -	\$ -	\$ 14,706	\$ -	77145	Approved at the July 2022 State Board Meeting
394-1-041-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 14,706	\$ -	\$ -	\$ 14,706	\$ -	77146	Approved at the July 2022 State Board Meeting
394-1-042-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 14,706	\$ -	\$ -	\$ 14,706	\$ -	77147	Approved at the July 2022 State Board Meeting
394-1-043-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary -Change Request	\$ 4,600	\$ -	\$ -	\$ 4,600	\$ -	77154	Change Request: Previously approved for \$3,625 SFY 2028

394-1-044-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary -Change Request	\$ 4,600	\$ -	\$ -	\$ 4,600	\$ -	77155	Change Request: Previously approved for \$3,625 SFY 2029
394-1-045-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary -Change Request	\$ 4,600	\$ -	\$ -	\$ 4,600	\$ -	77156	Change Request: Previously approved for \$3,625 SFY 2030
394-1-046-20230110	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary -Change Request	\$ 4,600	\$ -	\$ -	\$ 4,600	\$ -	77157	Change Request: Previously approved for \$3,625 SFY 2031
394-1-047-20230110	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL COUNSELOR - Change Request	\$ 4,500	\$ -	\$ -	\$ 4,500	\$ -	77178	Approved at the July 2022 State Board Meeting
394-1-048-20230110	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL PARA - Change Request	\$ 1,408	\$ -	\$ -	\$ 1,408	\$ -	77182	Approved at the July 2022 State Board Meeting
394-1-049-20230110	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training	\$ 425	\$ -	\$ 425	\$ -	\$ -	77620	Approved at the July 2022 State Board Meeting
394-1-050-20230110	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training	\$ 550	\$ -	\$ 550	\$ -	\$ -	77621	Approved at the July 2022 State Board Meeting
394-1-051-20230110	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training	\$ 100	\$ -	\$ 100	\$ -	\$ -	77622	Approved at the July 2022 State Board Meeting

394-1-052-20230110	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training - Change Request	\$ 206	\$ -	\$ 206	\$ -	\$ -	77623	Approved at the July 2022 State Board Meeting
394-1-053-20230110	Eligible	Direct Allocation	Instructional Staff Training Services	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training	\$ 1,794	\$ -	\$ 1,794	\$ -	\$ -	77630	Approved at the July 2022 State Board Meeting
394-1-054-20230110	Eligible	Direct Allocation	Instructional Staff Training Services	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training	\$ 897	\$ -	\$ 897	\$ -	\$ -	77631	Approved at the July 2022 State Board Meeting
394-1-055-20230110	Eligible	Direct Allocation	Instructional Staff Training Services	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training	\$ 1,794	\$ -	\$ 1,794	\$ -	\$ -	77632	Approved at the July 2022 State Board Meeting
394-1-056-20230110	Eligible	Direct Allocation	Instructional Staff Training Services	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training	\$ 1,794	\$ -	\$ 1,794	\$ -	\$ -	77633	Approved at the July 2022 State Board Meeting
394-1-057-20230110	Eligible	Direct Allocation	Instructional Staff Training Services	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training	\$ 1,794	\$ -	\$ 1,794	\$ -	\$ -	77634	Approved at the July 2022 State Board Meeting
394-1-058-20230110	Eligible	Direct Allocation	Support Services - Instruction	Other Technical Services	2. Coordination of COVID-19 preparedness and response efforts	Swift K-12 notification services to better communicate with the school population, staff, students, and parents alike. - Change Request	\$ 4,625	\$ -	\$ 4,625	\$ -	\$ -	77501	Approved at the July 2022 State Board Meeting

394-1-059-20230110	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	Covid related substitute expenses. - Change Request	\$ 3,151	\$ -	\$ 3,151	\$ -	\$ -	77130	Approved at the July 2022 State Board Meeting
394-1-060-20230110	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid related substitute expenses. - Change Request	\$ 242	\$ -	\$ 242	\$ -	\$ -	77186	Approved at the July 2022 State Board Meeting
394-1-061-20230110	Eligible	Direct Allocation	Support Services - School Administration	Miscellaneous Supplies	12. Addressing learning loss among students, including vulnerable populations	Supplies for Learning recovery admin - Change Request	\$ 233	\$ -	\$ 233	\$ -	\$ -	77222	Approved at the July 2022 State Board Meeting
394-1-062-20230110	Eligible	Direct Allocation	Instruction	Official/Administrative Services	12. Addressing learning loss among students, including vulnerable populations	Supplies for Social Emotional Learning Coordinator	\$ 1,111	\$ -	\$ 1,111	\$ -	\$ -	77371	Approved at the July 2022 State Board Meeting
394-1-063-20230110	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Benefits for learning recovery admin - Change Request	\$ 420	\$ -	\$ 420	\$ -	\$ -	77169	Change Request: Previously approved for \$840 SFY 2031
394-1-064-20230110	Eligible	Direct Allocation	Instruction	Other Professional Educational Services	12. Addressing learning loss among students, including vulnerable populations	We wanted to hire a learning coach to focus on learning recovery due to any loss suffered during covid, but since the funds were temporary we decided to contract the services with Orion so it is easier to stop without firing a temporary employee. - New Item	\$ 7,500	\$ -	\$ -	\$ 7,500	\$ -	77136	New Line Item. As per district, the Premium Pay (all following lines) will be for approximately 247 staff members.

394-1-065-20230110	Eligible	Direct Allocation	Instruction	Other Professional Educational Services	12. Addressing learning loss among students, including vulnerable populations	We wanted to hire a learning coach to focus on learning recovery due to any loss suffered during covid, but since the funds were temporary we decided to contract the services with Orion so it is easier to stop without firing a temporary employee. - New Item	\$ 7,500	\$ -	\$ -	\$ 7,500	\$ -	77137	New Line Item
394-1-066-20230110	Eligible	Direct Allocation	Instruction	Other Professional Educational Services	12. Addressing learning loss among students, including vulnerable populations	We wanted to hire a learning coach to focus on learning recovery due to any loss suffered during covid, but since the funds were temporary we decided to contract the services with Orion so it is easier to stop without firing a temporary employee. - New Item	\$ 7,500	\$ -	\$ -	\$ 7,500	\$ -	77138	New Line Item
394-1-067-20230110	Eligible	Direct Allocation	Instruction	Other Professional Educational Services	12. Addressing learning loss among students, including vulnerable populations	We wanted to hire a learning coach to focus on learning recovery due to any loss suffered during covid, but since the funds were temporary we decided to contract the services with Orion so it is easier to stop without firing a temporary employee. - New Item	\$ 7,500	\$ -	\$ -	\$ 7,500	\$ -	77139	New Line Item
394-1-068-20230110	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 12,022	\$ -	\$ -	\$ 12,022	\$ -	77900	New Line Item
394-1-069-20230110	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 1,572	\$ -	\$ -	\$ 1,572	\$ -	77901	New Line Item
394-1-070-20230110	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 58,686	\$ -	\$ -	\$ 58,686	\$ -	77910	New Line Item
394-1-071-20230110	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	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 20,650	\$ -	\$ -	\$ 20,650	\$ -	77911	New Line Item

394-1-072-20230110	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	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 8,400	\$ -	\$ -	\$ 8,400	\$ -	77912	New Line Item
394-1-073-20230110	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	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 1,400	\$ -	\$ -	\$ 1,400	\$ -	77913	New Line Item
394-1-074-20230110	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	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 4,900	\$ -	\$ -	\$ 4,900	\$ -	77914	New Line Item
394-1-075-20230110	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 6,300	\$ -	\$ -	\$ 6,300	\$ -	77915	New Line Item
394-1-076-20230110	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	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 16,800	\$ -	\$ -	\$ 16,800	\$ -	77916	New Line Item
394-1-077-20230110	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 7,000	\$ -	\$ -	\$ 7,000	\$ -	77917	New Line Item
394-1-078-20230110	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 12,250	\$ -	\$ -	\$ 12,250	\$ -	77918	New Line Item

394-1-079-20230110	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	We are using the remainder of our funds to do a final premium payment to all staff employed on December 1 that stays employed until May 23, 2023 to finish the school year. Part-time classified staff that work less than 30hrs/wk or certified staff that are less than 1.0 FTE will receive \$350. Full time staff will receive \$700. It will be paid in June. It will be more than the \$159,429.89 that we show as remaining, but we wanted to make sure to spend our funds to \$0.	\$ 9,450	\$ -	\$ -	\$ 9,450	\$ -	77919	New Line Item
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ESSER III Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	246	Northeast	433	71%	\$ 1,308,754	\$ 1,308,754	100%	\$ 1,308,754	100%	\$ 3,023
2	266	Maize	7,114	22%	\$ 4,452,060	\$ 4,452,060	100%	\$ 4,452,060	100%	\$ 626
3	309	Nickerson	1,031	51%	\$ 1,626,091	\$ 1,416,402	87%	\$ 1,346,402	95%	\$ 1,306
4	337	Royal Valley	812	46%	\$ 1,003,779	\$ 1,003,779	100%	\$ 1,003,779	100%	\$ 1,237
5	404	Riverton	659	51%	\$ 1,082,253	\$ 569,404	53%	\$ 569,404	100%	\$ 864
6	407	Russell County	807	55%	\$ 1,399,832	\$ 1,399,832	100%	\$ 1,399,832	100%	\$ 1,735
7	432	Victoria	273	30%	\$ 176,977	\$ 117,591	66%	\$ 117,591	100%	\$ 432
8	462	Central	281	62%	\$ 658,190	\$ 610,763	93%	\$ 610,763	100%	\$ 2,177
9	482	Dighton	224	45%	\$ 278,253	\$ 176,779	64%	\$ 176,779	100%	\$ 789
10	506	Labette County	1,440	59%	\$ 2,917,823	\$ 2,661,908	91%	\$ 2,078,343	78%	\$ 1,443
11	508	Baxter Springs	799	53%	\$ 1,952,087	\$ 1,851,750	95%	\$ 1,851,750	100%	\$ 2,316
Total			13,871	37%	\$ 16,856,099	\$ 15,569,022	92%	\$ 14,915,457	96%	\$ 1,075

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 D0246

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>
Northeast	1001 E South Street, Arma, KS 667120669	Box 669, Arma, KS 667120669
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ray Streeter	rstreeter@usd246.org	(620) 347-4116

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Ray Streeter	Superintendent	rstreeter@usd246.org	(620) 347-4116
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Tiffany Forester	tforester@usd246.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.usd246.org/documents/covid---19/252602>

Use of Funds for CDC Guidance

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

Our school board voted in July 2021 to follow the guidelines the Crawford County Health department set forth. As a district, we followed their guidelines and recommendations throughout the school year. We implemented whatever they felt was best to ensure the safety of our staff and students. We initiated testing at our Elementary/Junior High and our High School and will continue to test when a student or staff member shows symptoms of possibly having COVID. We will be using KDHE funding as well as earlier ESSER funding.

We have built up a good inventory of PPE supplies (masks, hand sanitizer, and shields for our food service area). At the high school level, we added a lunch period so our students could social-distance during lunchtime.

We have added a school nurse and a health aide through Community Health of Southeast Kansas. The aide is funded by KDHE and the nurse is funded by ESSER II and we plan to keep both these positions in place to deal with another possible outbreak of COVID. Our patrons want us to do whatever is necessary to keep our students safe and in school.

Stakeholder Engagement

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

Students

The Superintendent met with the student councils of both the Junior High and High School to inform them of the district plan to use the ESSER III funds and for the best way to address the loss of learning with the funds. There were eight student council members from the junior high and approximately 12 from the high school, with class sponsor as well. The two councils represented the student body in this meeting. Due to lack of participation from the public, there was no feedback from this group. Again, there were two meetings communicated and scheduled through the school year, where there was zero participation.

Both groups had similar answers in regard to the loss of learning. We needed to continue with the summer school to make up for the credit recovery of students that didn't meet academic standards during the school year. Both groups also wanted us to offer an enhanced summer schedule not just for credit recovery. The students would like to see mini-courses in things that are not offered during the school year, due to a lack of having certified teachers in a particular area. Some of the courses mentioned were in the vocational area, meteorology, arts and crafts, cooking, criminology, and the medical profession. The students would like to see guests come in to assist with the teaching of these courses. They emphasized making learning fun during this time.

The students also mentioned taking field trips to places they don't normally get to visit. A few of the places mentioned were the bombing museum in OKC, the Cosmosphere, and museums in Kansas City, and an art show that occurs in Rogers, Arkansas. They also mentioned that zoos would also be good places to visit.

On November 7th, 2022, at the NHS CTE Pathway Advisory Meeting and Showcase, the new superintendent reached out to parents and students through a survey using a google form platform. There were 15 responses in total. Students have responded that they would like to see more ESSER money earmarked for additional technology options.

Families

The superintendent held two community meetings to go over what the district intended to use the ESSER III for. These meetings were sparsely attended by our patrons. We also invited people to attend our board meetings if they had questions on the usage of the funds. We did meetings because in the past we have had better luck with them as opposed to sending out surveys and/or questionnaires. In the past we have had virtually no response to either of these. We felt the best way to address our public was with meetings. Unfortunately, there was no feedback provided by families on what to spend the ESSER III. The board is in complete support of the HVAC equipment we plan on purchasing with the funding and have discussed this with small groups and individuals in our community. We had meetings planned for our Parent-Teacher conferences, however, we also decided that the pandemic in-person conferences would be suspended for the past school year.

On November 7th, 2022, at the NHS CTE Pathway Advisory Meeting and Showcase, the new superintendent reached out to parents and students through a survey using a google form platform. There were 15 responses in total. One of the questions was "how do you think the district should spend ESSER fund money?". The top three responses in order, were: 1-HVAC improvements; 2-additional infrastructure to address lack of space needs; 3-additional technology options.

School and District Administrators including Special Education Administration

We have three full-time administrators and a halftime administrator at the high school, we have 1 food service director, 1 maintenance director, and 1 transportation director. I see each of these people on a daily basis as I am in the schools everyday. We have conversations on a regular basis about funding and what the plans are for our ESSER III funds without having formal meetings. We are also a member of the SEK Special Education Interlocal and we have made their administration aware of our ESSER III plans.

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

During our one in-service day in the spring semester the superintendent met with the teaching staff and went over the plan for using the ESSER III funds. We had a meeting with the KNEA representatives of each building and went in more detail in regard to our spending plan. We plan on using the bulk of the funding for HVAC needs. The majority of our units are 35 years old and we have continuous breakdowns and teachers are very hot or very cold at times. They agreed this would be a good expenditure of the funds. Not to mention how much it will improve our air quality, which should help with the COVID mitigation. As previously mentioned the superintendent and principals met on almost a daily basis.

Tribes

According to our school information system, we only had three students identified as Native American. We sent home a short three-question survey and none of them identified with a tribe. All three returned the survey and their greatest issues with the allowable expenditures were after-school learning programs, additional instructional materials to enhance learning, and a new lunchroom at the elementary school.

Civil Rights Organization including Disability Rights Organizations

We worked with SEK Interlocal to support our students with disabilities to ensure our plans met their needs. The Interlocal works and collaborates with all districts they serve to provide our special education services and related services to our identified students. Our Interlocal provided us with the following information to be considered in our ESSER application: School Closure and Remote Learning created a learning loss for some students, especially those needing academic support, or peer modeling, or those needing differentiated instruction. Those students needing health services were also impacted.

Disruptions to access of peers, structured environments, and behavior supports also created the need for social emotional support.

The district and the Interlocal recognize that this will not only benefit students with disabilities but all students.

We would like to expand our summer learning programs to incorporate things we are not able to teach during the regular academic year.

We also believe that improvement of air quality will benefit our school wellness and improve our school's sanitary environment.

We were also provided this from Lane Williams, legal director for the Disability Rights Center of Kansas:

The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational support and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional support and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their education progress due to the pandemic.

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

Our school information system does identify any students in USD 246 as homeless, ESOL, migrant, or incarcerated. We meet with parents of students with disabilities and have contact with our foster parents in the district. We are in constant contact with our Interlocal with how we can better serve our students with disabilities. As well as if we experience a COVID shutdown how we can best serve that population. Fortunately we did not experience that this academic year.

We also have face-to-face contact with our foster parents and try to understand why the students have been placed in their care. Most of the cases are behavior in nature in our district and we seek to provide the proper services to help the students with the issues they may be having. Our county has many services that we can take advantage of to benefit our foster students.

More recently, the superintendent has communicated with SEK interlocal administration in regard to the high number of students identified as receiving services (having disabilities) and what the district is doing to address their needs and provide support. The discussion has focused on the current MTSS system and how it is geared toward the different tiers of support--mainly, Tier 3 support. An outside agency will be conducting a root cause analysis of MTSS and training will be provided accordingly. Funds will be allocated to provide more training for general education staff as well as special education staff within this school year.

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 did not respond or attend any ESSER III meetings.

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

We have an opportunity to speak on any item in regard to our school system on our monthly board agenda. The public can contact our office and be placed on the agenda if they have questions about our ESSER III plan. We publicize our meetings and inform the public that they are invited to attend. We actually have had more input from our patrons in regard to our COVID plan than our ESSER plan.

On November 7th, 2022, at the NHS CTE Pathway Advisory Meeting and Showcase, the new superintendent reached out to school community patrons through a survey using a google form platform. There were 15 responses in total. One of the questions was "how do you think the district should spend ESSER fund money?". The top three responses in order, were: 1- HVAC improvements; 2-additional infrastructure to address lack of space needs; 3-additional technology options.

The public was notified of all meetings through our school app, social media accounts (Facebook and Twitter), and school website.

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

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

Use of funds for learning loss

We had face to face instruction at USD 246 for the academic year 2021-2022. We only had one disruption due to COVID during the year. That was at Northeast High School due to a high number of students testing positive. We felt it best to close the high school for a day since we had a three day weekend coming up, just to get away from each other. This occurred in the late fall and other than that we had no disruptions during the year. If our COVID absenteeism was 3% or greater we were mask mandatory, less than 3% we were mask optional this was under the advisement of Crawford County Health Department.

Northeast Elementary/Junior High

According to our Fastbridge data we were seeing an overall growth of approximately 28% in reading, now that has gone down to approximately 10%. In math, which is the discipline we struggle with the most, we have seen a loss. We have added two teacher aides to help us with tutoring during the day and to assist in the classroom with instruction. We will pull out students when we feel it will be beneficial to give smaller group instruction. It appears that the reading concepts have still been good but not in the area of math since those concepts build off one another. This seems to be the case since we were shut down the last quarter in 2020.

Our attendance has dropped and this is not necessarily due to COVID. We have had to refer more students for truancy with our county attorney. The numbers have not increased significantly going from 3 students prior to the pandemic to 4 students this year.

We have had more disruptive behavior from our students in regard to our discipline issues. It seems our younger students are lashing out against our staff more often than before the pandemic. Our junior high students show less respect for our staff and this has caused the majority of our disciplinary issues. We feel this is a direct cause of the pandemic. Students don't have the same expectations at home as are required at school and it causes issues. Especially when parents support their student's behavior.

The only specific group we have seen a change in is students in poverty. We would have a 75% free and reduced lunch population. They have posed most of discipline issues since the pandemic shutdown. They have shown a disrespect for authority especially in our junior high.

Northeast High School

Our ACT scores at the high school have always been slightly lower than the state average but we had made gains in this area until the past two years. I would say the pandemic has had an effect on our test scores with the minor interruptions we have had in learning/teaching.

Our attendance rates for the past two years have been right at the state average. We have had fairly good attendance during the pandemic with the short shutdown of the high school with our number of positive cases. We also had the test to stay program which I believe helped our attendance figures.

Our local grades actually improved during the pandemic. We had fewer students on our D & F list. We have attributed this to the fact that our teachers spent more time tutoring and offering individual help to students. The teachers slowed down on the curriculum and made sure as many students as possible had a good grab on the concepts being, which in my opinion, is what we should do in education.

The discipline in the high school has also improved during the 2020-2021 school year from the 2019-2020 school year. We realize this makes the school year go smoother and may be the reason our local academics were better. I cannot say this had anything to do with the pandemic.

Our cases of COVID had a spike in August and another in January. However, other than these times our cases were low and we were mask optional a good portion of the year which means our absentee rate due to COVID was below 3%.

We also had our sophomores, juniors, and seniors go through Teen Mental Health Training which was conducted by the Crawford County Mental Health Association. It is not offered for freshmen. This gives the students signs to look for if a student is experiencing problems so they can report it to the proper people. The training is done in separate sections so the instructors can work with smaller groups.

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)

Northeast USD 246 plan to provide additional learning opportunities through the use of summer school, summer learning programs, after school programs, credit recovery, and additional tutoring to address our learning needs. We will also be providing professional development to help teachers address learning loss and strategies to use to bring our students up to speed with their learning. We are also aware that building relationships with students will have a great impact on their learning so that will also be a part of the professional development plan. We also plan to continue to employ the tutors we have hired so we can continue with a more individualized approach to our students that may be behind. We are planning to use the 20% of the ESSER III funds that will be allotted to our learning loss through programs and resources.

Some of the things we will do but not limited to:

- Summer school and enrichment as well as credit recovery
- Provide research based professional development
- Continue to employ tutors for the K-8 building for more individualized help
- Positive behavior and support system
- MTSS behavior K-8

For the remainder of the ESSER III funding we hired PEC out of Wichita to do an air quality survey for use to determine if new HVAC would improve our air quality and improve the health of our students. It was determined that it would.

Northeast High School

- We have 6 units are at least 30 years of age
- There are 21 units that are between 15 and 18 years of age
- The expected life expectancy of these units is 15 years. We plan to replace all of these units as recommended by PEC.

Northeast Elementary and Junior High

- 6 units are in excess of 30 years old
- 22 units are between 15 and 18 years of age
- The life expectancy of these units is 15 years. We plan to replace all these units as recommended by PEC.

- Academic supports to address learning loss \$260,000
- Facility replacements to improve air quality \$1,000,000
- Environmental supplies \$40,000

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

	Direct Allocation	Total Allocation	20% Minimum
ESSER III	\$1,308,754	\$1,308,754	\$261,751
Approved total allocation	\$0	\$0	\$0
Amount Left	\$1,308,754	\$1,308,754	\$261,751
In Review Total	\$0	\$0	\$0
Amount Remaining	\$1,308,754	\$1,308,754	\$261,751
Amount Needed	\$1,308,754	\$1,308,754	\$261,751

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 was developed with the most pressing needs of our district involving our community, professional staff, special education interlocal, administration, and students. We are addressing the needs of our school and what will best benefit USD 246. We will continue to monitor our needs and our students' progress throughout the pandemic. We will be willing to make adjustments to the plan as necessary.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,308,754	\$0	\$1,308,754	ESSER III Allocations	\$261,751
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,308,754	\$0	\$1,308,754	Amount Still Needed	\$261,751
In Review Total	\$1,308,754	\$0	\$1,308,754	In Review Total	\$261,804
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
246-3-0001	Direct	False	2610	723	14	\$998,950	Task Force Review
246-3-0002	Direct	False	2600	730	7	\$20,000	Task Force Review
246-3-0003	Direct	False	2600	618	7	\$20,000	Task Force Review
246-3-0004	Direct	True	1000	100	11A	\$12,000	Task Force Review
246-3-0005	Direct	True	1000	100	11B	\$7,500	Task Force Review
246-3-0006	Direct	True	2200	120	12	\$90,000	Task Force Review
246-3-0007	Direct	False	1000	300	3	\$8,000	Task Force Review
246-3-0008	Direct	True	1000	610	12	\$152,304	Task Force Review

Line Item Details

Line Item ID: 246-3-0001

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

HVAC - Equipment

Account Number

81050

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

Per a professional opinion from Professional Engineering Consultants (PEC) that the HVAC system replacement and improvements will be compliant with Section 102 of the NEPA on all 5 categories established by NEPA, and that the project will have no negative impact on the environment. Specifically, the 4 Energy Recovery Ventilators (ERV) combined with the 54 Roof Top Units should be able to provide higher quality of air and more efficient ventilation to help mitigate the spread of the COVID-19 virus in the Elementary, Junior High and High School buildings at USD#246. Received letter that our prior approval request which was submitted on August 29th, was approved (by Dean Zajic).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$998,950
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$998,950

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

Line Item ID: 246-3-0002

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

Property/Equipment

Account Number

81070

Function Code

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

Object Code

730 - Equipment

Allowable Use

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

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

To purchase cleaning equipment for buses and facilities to mitigate the spread of COVID-19. Specifically, the \$15,000 in SFY 2023 will be used to purchase spray guns (6 sprayers @ \$2,000), harnesses (6 harnesses @ \$500), and all other applicable equipment to dispense the chemicals safely. In addition, cafeteria shields and other preventative cleaning/sanitizing/safety equipment will be purchased for the Elementary/JH, High School, and Central Office buildings. Lastly, storage equipment will be purchased to ensure proper handling of chemicals. In SFY 2024, \$5,000 (\$2,000 for wipes/spray; \$2,000 for new shelving; \$1,000 for totes and containers) will be allocated for remaining needs to sustain a preventative and safe working environment.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$20,000</u>

Status

Task Force Review

Line Item ID: 246-3-0003

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

Maintenance/Cleaning Supplies

Account Number

81080

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

To purchase cleaning equipment for buses and facilities to mitigate COVID-19. Specifically, \$10,000 will be allocated for SFY 2023 to purchase these materials for the Elementary, Junior High, High School, and Central Office buildings, these include, but not limited to the following: micro-clean towels (\$1,600), disinfectant spray (\$1,600), all protective wear--goggles/masks/suits (\$2,000), all sanitizing wipes (\$1,600), hand sanitizers (\$1,600), other chemicals (\$1,600) for cleaning. The same amount of \$10,000 will be used for SFY 2024.

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	<u>\$20,000</u>

Status

Task Force Review

Line Item ID: 246-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

81150

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

Providing certified personnel for instructional resources to address learning loss through the summer school and enrichment programs. There will be three teachers, each making \$2,000 a piece to provide instruction during summer school for SFY 2023 and 2024. These positions will target learning loss in the most vulnerable populations including students' academic, social, and emotional needs as they relate to 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.

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	<u>\$12,000</u>

Status

Task Force Review

Line Item ID: 246-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

81150

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

To provide planning and implementation by certified staff of supplemental after-school programs. Specifically, certified tutors will be providing after school instruction and services who need additional support. We anticipate two staff members for the SFY 2023 to be utilized \$2,500 per teacher; we budgeted one teacher for the SFY 2024. These positions will target learning loss in the most vulnerable populations including students' academic, social, and emotional needs as they relate to 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$2,500
Total Expenditures	<u>\$7,500</u>

Status

Task Force Review

Line Item ID: 246-3-0006

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

Non-certified Salaries

Account Number

81120

Function Code

2200 - Support Services (Instructional Staff)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Regular non-certified personnel will provide additional instructional support to address learning loss among students, including vulnerable populations. For SFY 2023, there has already been funds budgeted from ESSER 2 to help cover the salaries of the two instructional coaches that have been hired to provide support to students in vulnerable populations. The SFY 2024 \$72,000 amount will be used to retain these two staff members @ \$36,000 per teacher. These positions will target learning loss in the most vulnerable populations including students' academic, social, and emotional needs as they relate to 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$18,000
Budgeted Expenditures in SFY 2024	\$72,000
Total Expenditures	<u>\$90,000</u>

Status

Task Force Review

Line Item ID: 246-3-0007

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

Professional Services

Account Number

81100

Function Code

1000 - Instruction

Object Code300 - 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**

To provide professional development and resources to principals and other administration to address the areas of need in their school buildings. We have a local service center (Greenbush) that provides professional development and trainings for leadership personnel. The funds allocated for SFY 2023 and 2024 will cover traveling, lodging (when needed), registration fees, and any consumables. Training will include, but not be limited to, targeting teaching and learning strategies to address the learning loss in the most vulnerable populations including students' academic, social, and emotional needs as they relate to 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$6,000
Total Expenditures	<u>\$8,000</u>

Status

Task Force Review

Line Item ID: 246-3-0008

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 Supplies/Curriculum

Account Number

81090

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

To purchase instructional supplies that include, but not limited to: curriculum materials, assessments, screeners, and tools to address learning loss among students, including vulnerable populations. For SFY 2023, partial coverage for these items were provided from ESSER 2 funds. For SFY 2024, the items will be purchased solely through these funds. Specifically, items purchased were Generation Genius (\$1,000), a variety of vocabulary resources--teacher and student workbooks, paper, manipulatives, consumables, etc. (\$71,804), Maneuvering Math (\$3,000), Deltamath plus (\$3,000), Kami School Plan (\$1,000), Accelerated Readers (\$15,000), Reflex (\$5,500), Fastbridge (\$7,000), IXL (\$10,000) and Lexia screeners (\$5,000). These will target learning loss in the most vulnerable populations including students' academic, social, and emotional needs as they relate to 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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$30,000
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Budgeted Expenditures in SFY 2024	\$122,304
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Total Expenditures	<u>\$152,304</u>
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Status

Task Force Review

ESSER III APPLICATION FOR D0266

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>
Maize	905 W Academy Ave, Maize, KS 671019405	905 W Academy Ave, Maize, KS 671019405
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Raquel Greer	rgreer@usd266.com	(316) 722-0614

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Matt Morford	Chief Financial Officer	mmorford@usd266.com	(316) 350-2022

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Dr. Raquel Greer	rgreer@usd266.com

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

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

<https://www.usd266.com/cms/lib/KS02213491/Centricity/Domain/2044/ESSER%20III%20-%20Safe%20Return%20to%20School.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?

Maize Unified School District USD 266 will continue mitigation strategies corresponding with Centers for Disease Control (CDC) guidelines. The district will continue enhanced cleaning, the use of personal protective equipment (PPE), and personnel tasks related to the district's COVID-19 response. The district will continue to provide face masks and other PPE as needed for students and employees. KN95 masks have been available for individuals in more high-risk populations. Students, employees, and volunteers will be encouraged to wash their hands and use hand sanitizer, which continues to be made available, in efforts to promote healthy hygiene habits and to prevent spread and illness.

Maize USD 266 tracked positive COVID cases and high-risk close contacts and implemented mask requirements pursuant to the Maize Board of Education's policy. Until Jan. 25, 2021, face masks were mandatory in schools when 3 percent or more of the students in the school/building were considered COVID-19 positive. Recent changes in school board policy have stated recommendations for wearing masks and testing/quarantines when ill.

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

Maize USD 266 has focused on collecting feedback regarding how to utilize and prioritize ESSER funds in the most effective and efficient manner.

High school students who are members of the Superintendent Student Advisory Team (SSAT) have repeatedly reported during the regular meetings that mental health services and support are needed. ESSER III funding will support:

*Social workers, therapists, and interventionists to support students.

*Student support paraprofessionals to add needed staffing.

*Executive Director of Health, Safety, and Prevention: This position will help coordinate mental health and prevention efforts, and act as a liaison, consultant, organizer, and key team member with the schools, district, and community.

*Executive Director of Professional Learning: This position will coordinate and directly provide professional learning activities for certified staff.

*Youth Mental Health First Aid: Employees, including counselors, teachers, administrators, and support staff, will receive professional development.

25-30 High school students are members of the Superintendent Student Advisory Team. They participated in monthly meetings to discuss the needs of the district and what resources were needed to best serve the students.

The SSAT assisted in gathering input from all students at their representative High Schools. This process included individual conversations with other students, social media posts, and small group discussions to gather input to bring back to the team. Their findings included a need to increase mental health services and behavioral interventions and support. As a result of this feedback, ESSER III plans include SEL paraprofessionals to support individual students, a licensed therapist, Youth Mental Health First Aid training materials, and CKH premium to provide online resources for SEL instruction.

Families

Maize USD 266 emailed a survey link to all parents on July 13, 2021; Dec. 14, 2021; and Feb. 9, 2022. In the emails, the district explained that it is applying to receive funding from the Elementary and Secondary School Emergency Relief Fund (ESSER Fund) to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. The email explained that these funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. The district then invited members of the school community to share input. Additionally, the email explained the district was seeking feedback from all district and community stakeholders to help determine how the district should best utilize these resources to address unfinished learning and ongoing COVID-19 recovery. The email said responses would help finalize the major areas of need for which the district will use ESSER III. The district thanked participants for sharing their feedback. The district also included a link to the document ESSER III: Safe Return to In-Person Instruction and Continuity of Services, Maize USD 266. This information and invitation for feedback also was posted on the district's website at www.usd266.com.

Survey participants were able to identify themselves as a student, parent, or guardian of a USD 266 student, teacher, school support staff, school administrator/director, district community member, resident, or district business owner. The survey represented the following stakeholders: 59 percent parents, 24 percent teachers, 9 percent support staff, and 8 percent community members/business owners.

Our ESSER III Stakeholder Survey received 434 unique responses from a wide range of stakeholders representing a variety of different subgroups. Of the 434 responses, 269 indicated they were a parent of a student in the district. In addition to the ESSER III Stakeholder Survey, we also elicited feedback from families through site council meetings, small group / committee meetings, and other written documentation. One example of a small group / committee meeting was our Student Support Network which included parents, community-based clinicians, school counseling and health staff, teachers, and leaders. This group assessed data and helped identify the need for additional mental health supports for students. The ESSER III plan addresses those needs by providing for a licensed therapist, Tier 1 professional learning for staff, SEL paraprofessionals, and CKH Premium to provide additional coaching and online resources for principals.

School and District Administrators including Special Education Administration

Maize USD 266 district- and school-level administrators have reviewed options to help support students who experience learning loss and related difficulties due to the disruption of COVID. This includes interruptions during Spring 2020 when schools were fully remote and during the 2020-21 school year, when learning shifted between in-person and remote. It also covers learning loss students experienced through the 2021-22 school year due to COVID-related absences because of a student's positive COVID-19 test and/or high-risk close contact.

The district collaborated with local special education cooperative administration to ensure our ESSER III plan supported the needs of all populations of students, including students with disabilities. Priority goals included envisioning what an increasingly efficient and effective alignment and collaboration between the MTSS system and special education will look like moving forward. Priorities included hiring licensed and classified support staff not only to strengthen MTSS implementation and data analysis capabilities supporting collaboration on behalf of students, but also any mitigation efforts intended to reduce the over identification of students for special education services.

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

The school principals have looked at multiple strategies during leadership meetings to address student learning loss. School administrators for general education and special education provided feedback and suggestions on ESSER expenditures.

Teachers, principals, school leaders, educators, and school staff have all been invited to provide input through surveys and meetings. This includes Building Leadership Team meetings, District Leadership Team meetings, Site Councils, and even through multiple school board meetings.

On July 13, 2021 and Dec. 14, 2021, all Maize USD 266 employees received an email invitation to share feedback about Secondary School Emergency Relief (ESSER III) Funds. As with the parent email, the invitation explained to employees that the district's ability to submit a comprehensive plan depends to a significant degree on the information employees would provide through the survey. This information and invitation for feedback also was posted on the district's website at www.usd266.com.

The Maize Education Association (MEA) board participates in monthly meetings with the Superintendent as a collaborative approach to district decision making. ESSER premium payments were discussed in both IBB/Negotiations and MEA board meetings. In addition, 30 of the 434 total responses for the survey selected that they represented the Teacher Union in their answers. The ESSER plan reflects these suggestions and discussions as this group advocated for increased pay to recruit and retain teachers/staff and additional personnel to provide the extra support that students and families need during and recovering from COVID. Additionally, MEA representatives, through IBB/Negotiations, provided input and focused support for individualized professional learning needs. The ESSER plan addresses this feedback by providing for a new Executive Director of Professional Learning.

Tribes

Although the district is unaware of any Tribal residents in the school community, we do have 218 students who are identified as Native Americans in our student information system. These families were provided a survey link to provide feedback regarding supports they believe will benefit our Native American students. While only one response was received, we have gathered additional input from staff members who have previously identified themselves or their children as being an American Indian or Alaskan Native. The following questions were asked of these staff members:

As we reflect on supports needed for the 219 students who have this indicator marked in Skyward, can you please share your thoughts about any programs, policies, curriculum materials, community events, or other resources that should be considered?

Are there specific lessons or resources that should be considered?

Are there current practices in Maize Schools that you believe hinder support for students who are American Indian or Alaskan Native?

These staff members indicated the following strategies would be of the greatest benefit to our Native students and families:

*Contact and coordinate with the Native American Title VI Program Lead for USD 259 to gather information about the programs and events offered in this neighboring district. One example would be their "School's Out" powwow that is open to all Native students. There are many local cultural resources available and this contact could help share additional information about opportunities for students and families.

*Place an emphasis on supporting these students during FAFSA and college visit/recruitment events. There are many colleges seeking students for their Native American programs, but our students just don't find this process or scholarship money easily accessible. Focus on inviting these students and families specifically when coordinating these events. Be sure to seek out college admissions representatives with this in mind.

*Contact USD 259's Program Lead for information about how that district considers curriculum resources in regards to Native American students/history. What may be culturally appropriate to one group, can actually be insensitive to another. Reach out to local tribal government contacts and Hunter Health Services to better understand the services they can offer our students and families. Access to healthcare should be considered for our Native students with needs who are financially limited.

*As you consider our current practices, contact people who are cultural/tribal representatives who serve within their communities and ask them how we can better serve their at-large students. Be sure to survey our secondary students for their input; not just their families.

Updated response:

218 students are identified as Native Americans in our student information system. These families were provided a survey link to provide feedback regarding supports they believe will benefit our Native American students. Additionally, we sought additional information from our staff members who have identified themselves or their children as being an American Indian or Alaskan Native. The following responses were recorded:

*When a student/family marks 'Native American/Alaskan' in Skyward, an email should be sent giving the family specific information about support & resources within the district. USD 259 has a great program that assigns tutors specifically for these students and offers activities every Saturday at the Mid-America All-Indian Museum. USD 259 also partners with Hunter Health Clinic to bring resources into the school.

*It would be helpful if staff were given some training/guidance on Native American student rights including being allowed to wear regalia & eagle feathers for their graduation.

*Do the HS counselors & career advisors know about college scholarships specifically for Native American students?

*Cultural Awareness is a really important piece. USD 259 brings in Native American individuals to talk about the significance of their history/culture.

*Native American Heritage Month (Nov) could be supported by history teachers when talking about Columbus, Chisholm Trail, and the Trail of Tears.

*Available funding would be well used in tutoring students identified with need to help bring to grade level, particularly at the elementary level. As far as cultural resources, the Wichita area is somewhat diverse with the Native American population as to tribal affiliation. In my own experience with Native American community groups, it is challenging even hosting cultural programs because of the many different tribal traditions followed by specific groups. Wichita USD 259 has a "School's Out" powwow that is open to all Native students. My own children participated and were welcomed although they were in a different district. My recommendation would be to offer help with the Title VI program coordinator to see if any of our students had interest with involvement. The coordinator for the Native American Title VI program is Dal Domebo, Program Lead, ddomebo@usd259.net (316)973-4479.

*Another area for use of funding would be to better serve our students Junior/Senior year in high school by coordinating college/career training preparatory events by hosting college admissions advisors for a workshop to help our students with writing college and scholarship applications. There are many colleges seeking students for their Native American student programs and providing opportunity but our students just don't find it easy to access. There are still a surprisingly large number of our students who could be first generation college students who have parents that find it hard to help their kids when it comes to the college application / scholarship process.

*Per curriculum materials: This is difficult as well because having "Native American" curriculum resources is as not specific as understanding that when we say "Asian," we are talking about generalizing all cultures of a diverse group of peoples. What may be culturally appropriate to one group, can actually be insensitive to another.

*Again, I would contact Dal Domebo to either gather information about community events, or to better engage with events which already occur.

*Depending upon the tribal affiliation, access to tribal resources can sometimes be provided through tribal government contacts. Students living in this area are known as "at large" members of their tribe meaning they have tribal affiliation but live outside the jurisdictional area for access to services such as health care. We are fortunate to have Hunter Health Services that can provide health care / dental services to Native Students. Access to this health care should be considered/advised to our students with needs who are financially limited.

*My best recommendation would be to contact people who are cultural/tribal representatives who serve within their communities and ask them how we can better serve their at large students - I would bet they would be happy to provide access to help. Also on this topic, I would consider digging a little deeper to find if any of our students feel they are being under served in this area. Some people, although Native, are not necessarily "traditional" Native people. This is why I think the area of academic supports would ultimately be the best area to invest in. Most "traditional" students would engage in tribal practices / culture through their families or their return at times to their reservation jurisdiction as my family has.

We are seeking additional information through the USD 259 Native American Title VI program and will incorporate into our plan emphasis and resources to support our Native American students.

Civil Rights Organization including Disability Rights Organizations

Because we only had three of the 434 total responses for the survey select that they represented a civil rights organization, we reached out to the Kansas Action for Children in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of our students. Their responses are below:

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?

In consideration of these suggestions, the ESSER III plan includes:

Premium pay for all staff

Increased personnel to support social emotional development and mental health.

Early learning resources to support instruction of SEL skills

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

Maize USD 266 provided a question on the input survey to document representative populations. Survey participants were asked, "Do you represent the interests of students with the following needs (check all that apply)?" Results stated that survey participants represented 10 percent English Language Learners, 6 percent McKinney Vento, 11 percent foster care, 31 percent special education services, 17 percent 504 plans, 19 percent free/reduced meals, and 1 percent gifted education.

This data compares to our student management system data which states that 3% English Language Learners, 0.1% McKinney Vento, 0.8% Foster Care, 19% Special Education services, 1.9% 504 plans, 27% free/reduced meals, 2% gifted education and shows that most of these categories of student needs were represented at higher % on the survey than they are in the actual student population. Suggestions from this group included additional personnel to support individual and small groups of students.

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

Maize USD 266 provided all stakeholders the opportunity to suggest top priorities for ESSER funds. Survey participants were asked, "What do you believe are the highest priority needs for USD 266 to address learning recovery and the impact of COVID-19?" Results showed that 66 percent efforts to recruit and retain employees, 41 percent social-emotional learning, 56 percent additional staff to provide support, 23 percent summer learning opportunities, 21 percent professional development for remote learning, 15 percent selected additional instructional time, 12 percent improvement to technology devices/software programs, and 11 percent additional early learning activities.

The district's budgeted expenses align with the top results of "Efforts to Recruit and Retain Staff," "Social-Emotional Learning," and "Additional Staff to Provide Support and Interventions."

Our survey was sent twice over three months to all of our parents and staff - which was over 14,000 people. In addition, we promoted completing the survey through district and building communication. We had a total of 434 responses. Our response rate was low, so we did engage in small group conversations during staff meetings, PTO meetings, site councils, and leadership team meetings throughout the school year.

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

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

The Maize School District identified the following areas of impact related to the COVID-19 pandemic:

- *AIMSweb reading and math scores indicated that early literacy was impacted dramatically: 20 to 25 percent fewer kindergarten and first grade students reached their grade-level Spring benchmark than in previous years. Additionally, math scores dropped in comparison to previous years in grades kindergarten, second, and third.
- *AIMSweb data also indicated that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year.
- *State Assessment scores indicated a dip in the area of writing, likely due to the challenges of remote learning.
- *Data shows there has been an increase of 6 to 11 percent in the number of students with failing quarterly grades in the district's two middle schools and two comprehensive high schools. This was particularly true in math and English classes that were taken during hybrid or full-remote learning models.
- *The number of referrals to the district's Mental Health Intervention Team increased dramatically during the 2020-21 and 2021-22 school years. The district consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns.
- *Data from the BASC/BESS social-emotional screener during the 2020-21 school year indicated a need for a tiered system of support for social-emotional learning/character development. A concerning number of students were identified as having elevated risk and extremely elevated risk.
- *Our district also identified an increase in the number of high school students who were no longer on track to graduate on time due to failing required courses.

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)

Maize USD 266 will use these funds to address student need in the following ways:

*The district created a remote homework help desk staffed by retired teachers, substitute teachers, and other educators in the community who were available to remotely support students who were in remote learning full- or part-time during the 2020-21 and 2021-22 school years. These licensed staff members offered homework and instructional help through both online and phone platforms several hours each day. At the secondary level, teachers were available in four core content areas: math, English language arts, social studies, and science.

*The district will employ a reading and math interventionist at both intermediate schools: Maize Intermediate School and Maize South Intermediate School. The addition of these four staff members will allow students to be appropriately identified for tiered support in these learning areas and receive intervention as needed.

*The district will hire intervention paraprofessionals in grades five through twelve to provide additional one-to-one and small group instruction/support to address learning loss.

*Maize will create a program at its three high schools, along with associated staff, to address dropout prevention. This free course will allow students to make up failed credits in a supportive setting with a goal of graduating on time. Students will be assigned courses based upon their individualized needs and placed in a classroom with licensed and classified staff direction during the school day.

*The district will hire new technology staff to help address remote learning, online programs/databases, an added data dashboard, and required additional network systems and devices, such as hot spots, Chromebooks, etc.

*The district offered summer school during 2021 and 2022 to identified students in grades kindergarten through twelve. These sessions offered intervention support in classes with paraprofessional help and with small numbers of students. High school-age students were able to earn missed and failed credits during summer school.

*The district has and will offer both Orton-Gillingham (science of reading) and LETRS (Language Essentials for Teachers of Reading and Spelling) training to teachers in Maize USD 266. This professional learning will allow staff members to increase their knowledge and skills to support young readers and those students negatively impacted by COVID.

*The district will subscribe to Panorama Education to access its data dashboard platform. This dashboard will better equip staff with more easily accessible student data for learning, attendance, discipline, etc. Having access to this data tool will give teachers and improvement teams more timely feedback on the success and/or ongoing need for intervention.

To support families who have children in need of intervention beyond the 2021-22 school year, the district offered summer school during June and July of 2021 and 2022. ESSER III funding would support its related:

*Elementary school staffing to support students in grades kindergarten through six.

*Secondary school staffing to support students in grades seven through twelve.

*The purchase and development of summer school curriculum materials.

*Summer Staff Academy to provide needed resources.

The district implemented a second year of summer school because of the success from the 2021 session. Students who participated showed success in closing gaps in lost learning that occurred during the COVID pandemic.

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

During the 2021-22 school year, the district awarded premium pay to employees in both the first and second semesters in recognition of the need to recruit and retain high quality employees to serve students in challenging times. The district paid \$750 for every full-time employee and \$500 for every part-time employee. The district would like to award premium pay in the first semester in the 2022-23 school year, as well. The need to recruit and retain high quality instructional and support staff was a top priority per multiple stakeholder groups on Maize USD 266 ESSER surveys.

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.

Maize USD 266, upon reviewing a wide variety of data sets and stakeholder feedback responses, understands the importance of providing ongoing instruction and intervention, professional learning, and much-needed social-emotional and mental health supports for students. Accordingly, the district will utilize these funds to provide the following:

*The following positions will be added to support students' mental health: a licensed school therapist; an Executive Director of Health, Safety, and Prevention; and social-emotional support paraprofessionals in kindergarten through sixth grade. These staff members will provide more one-to-one and small group support for students to help them develop coping, adaptive, and executive functioning skills and strategies to be in a learning-ready state. The leadership position will act as a liaison with school, district, and community organizations and stakeholders to develop programs, policy, and tools to address student and staff health needs.

*An Executive Director of Professional Learning will be utilized to engage with staff in developing their evidenced-based instructional practices and in providing high-quality professional development. This will address learning loss and support the district's goals of recruiting and retaining high-quality staff.

*The district will subscribe to Capturing Kids' Hearts Premium to offer coaching and professional learning support to schools and staff. These strategies and tools will address both learning loss and strengthen relationships with students, families, and staff to support mental well-being.

*The district will train 16 staff members in Youth Mental Health First Aid (YMHFA) with the goal of subsequently training all school staff. YMHFA is an evidence-based, researched program that will allow staff members to better understand warning signs of students' mental health challenges and provide them with tools for addressing those concerns.

*The district will employ staff to help the district locate disengaged students to help prevent student dropouts.

*Efforts will be made to bolster the district's technology staffing to improve the district's internet speed/reach.

*ESSER III funding will help students by supporting sixth grade paraprofessional educators who can meet students' needs and provide intervention via multi-tiered systems of support. This will allow more individualized learning to meet students where they are rather than whole group learning in classrooms with struggling learners. In a similar approach, funding will support intervention teachers and paraprofessionals in Maize Intermediate School and Maize South Intermediate School, which house the district's fifth and sixth grade students. Additionally, funding would support a data dashboard and Tier Two and Tier Three curriculum resources to further address overall learning loss.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$3,662,450	\$789,610	\$4,452,060
Approved Total	\$0	\$0	\$0
Amount Left	\$3,662,450	\$789,610	\$4,452,060
In Review Total	\$3,662,450	\$789,610	\$4,452,060
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$732,490
Approved Total	\$0
Amount Still Needed	\$732,490
In Review Total	\$934,153
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
266-3-0001	Direct	False	1000	111	16	\$872,000	Task Force Review
266-3-0002	Direct	False	1000	121	16	\$702,500	Task Force Review
266-3-0003	Direct	False	1000	220	16	\$66,654	Task Force Review
266-3-0004	Direct	False	1000	220	16	\$53,074	Task Force Review
266-3-0005	Direct	False	1000	250	16	\$871	Task Force Review
266-3-0006	Direct	False	1000	250	16	\$702	Task Force Review
266-3-0007	Direct	False	1000	290	16	\$525	Task Force Review
266-3-0008	Direct	False	1000	290	16	\$300	Task Force Review
266-3-0009	Direct	False	2100	111	16	\$147,000	Task Force Review
266-3-0010	Direct	False	2100	121	16	\$8,250	Task Force Review
266-3-0011	Direct	False	2100	220	16	\$11,246	Task Force Review
266-3-0012	Direct	False	2100	220	16	\$623	Task Force Review
266-3-0013	Direct	False	2100	250	16	\$147	Task Force Review
266-3-0014	Direct	False	2100	250	16	\$8	Task Force Review
266-3-0015	Direct	False	2100	290	16	\$400	Task Force Review
266-3-0016	Direct	False	2200	111	16	\$12,750	Task Force Review
266-3-0017	Direct	False	2200	121	16	\$34,500	Task Force Review
266-3-0018	Direct	False	2200	220	16	\$975	Task Force Review
266-3-0019	Direct	False	2200	220	16	\$2,635	Task Force Review
266-3-0020	Direct	False	2200	250	16	\$13	Task Force Review
266-3-0021	Direct	False	2200	250	16	\$35	Task Force Review
266-3-0022	Direct	False	2300	110	16	\$16,500	Task Force Review
266-3-0023	Direct	False	2300	120	16	\$27,000	Task Force Review
266-3-0024	Direct	False	2300	220	16	\$1,262	Task Force Review
266-3-0025	Direct	False	2300	220	16	\$2,063	Task Force Review
266-3-0026	Direct	False	2300	250	16	\$17	Task Force Review
266-3-0027	Direct	False	2300	250	16	\$27	Task Force Review
266-3-0028	Direct	False	2300	290	16	\$325	Task Force Review
266-3-0029	Direct	False	2300	290	16	\$100	Task Force Review
266-3-0030	Direct	False	2400	110	16	\$51,750	Task Force Review

266-3-0031	Direct	False	2400	121	16	\$69,750	Task Force Review
266-3-0032	Direct	False	2400	220	16	\$3,959	Task Force Review
266-3-0033	Direct	False	2400	220	16	\$5,319	Task Force Review
266-3-0034	Direct	False	2400	250	16	\$52	Task Force Review
266-3-0035	Direct	False	2400	250	16	\$70	Task Force Review
266-3-0036	Direct	False	2500	121	16	\$9,750	Task Force Review
266-3-0037	Direct	False	2500	220	16	\$746	Task Force Review
266-3-0038	Direct	False	2500	250	16	\$10	Task Force Review
266-3-0039	Direct	False	2610	121	16	\$81,500	Task Force Review
266-3-0040	Direct	False	2610	220	16	\$6,222	Task Force Review
266-3-0041	Direct	False	2610	250	16	\$82	Task Force Review
266-3-0042	Direct	False	2610	290	16	\$200	Task Force Review
266-3-0043	Direct	False	2710	121	16	\$125,000	Task Force Review
266-3-0044	Direct	False	2710	220	16	\$9,534	Task Force Review
266-3-0045	Direct	False	2710	250	16	\$125	Task Force Review
266-3-0046	Direct	False	2710	290	16	\$500	Task Force Review
266-3-0047	Direct	False	3100	121	16	\$101,750	Task Force Review
266-3-0048	Direct	False	3100	220	16	\$7,784	Task Force Review
266-3-0049	Direct	False	3100	250	16	\$102	Task Force Review
266-3-0050	Direct	False	3100	290	16	\$200	Task Force Review
266-3-0051	Direct	False	1000	111	1C	\$25,000	Task Force Review
266-3-0052	Direct	True	1000	121	1D	\$120,000	Task Force Review
266-3-0053	Direct	True	1000	111	1E	\$204,153	Task Force Review
266-3-0054	Direct	True	1000	121	1E	\$80,000	Task Force Review
266-3-0055	Direct	True	1000	121	1E	\$120,000	Task Force Review
266-3-0056	Direct	False	1000	300	3	\$50,000	Task Force Review
266-3-0057	Direct	False	2200	300	3	\$6,000	Task Force Review
266-3-0058	Direct	True	2100	111	10	\$150,000	Task Force Review
266-3-0059	Direct	True	2100	121	10	\$60,000	Task Force Review
266-3-0060	Direct	True	1000	111	11A	\$200,000	Task Force Review
266-3-0061	True Up	False	1000	111	16	\$789,610	Task Force Review
266-3-0062	Direct	False	1000	111	16	\$210,390	Task Force Review

Line Item Details

Line Item ID: 266-3-0001

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 one time pymt

Account Number

07 E 1000 111 0023 007

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 employees working during Covid 19 - 586 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$872,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$872,000</u>

Status

Task Force Review

Line Item ID: 266-3-0002

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

Classified one time pymt

Account Number

07 E 1000 121 0023 017

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 employees working during Covid 19 - 525 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$702,500
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$702,500</u>

Status

Task Force Review

Line Item ID: 266-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

07 E 1000 220 0023 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

Social security contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$66,654**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$66,654**Status**

Task Force Review

Line Item ID: 266-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

07 E 1000 220 0023 017

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$53,074**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$53,074**Status**

Task Force Review

Line Item ID: 266-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

07 E 1000 250 0023 007

Function Code

1000 - Instruction

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$871**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$871**Status**

Task Force Review

Line Item ID: 266-3-0006

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

Unemployment

Account Number

07 E 1000 250 0023 017

Function Code

1000 - Instruction

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$702**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$702**Status**

Task Force Review

Line Item ID: 266-3-0007

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

Other

Account Number

07 E 1000 290 0023 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

Other benefit contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$525**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$525**Status**

Task Force Review

Line Item ID: 266-3-0008

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

Other

Account Number

07 E 1000 290 0023 017

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

Other benefit contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$300**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$300**Status**

Task Force Review

Line Item ID: 266-3-0009

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

Support Staff one time pymt

Account Number

07 E 2100 111 0023 007

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 employees working during Covid 19 - 102 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$147,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$147,000</u>

Status

Task Force Review

Line Item ID: 266-3-0010

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

Class Supp Staff one time pymt

Account Number

07 E 2100 121 0023 017

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 employees working during Covid 19 - 6 employees. Each full-time employee received \$750 per semester.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$8,250
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$8,250</u>

Status

Task Force Review

Line Item ID: 266-3-0011

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

Social Security

Account Number

07 E 2100 220 0023 007

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$11,246**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,246**Status**

Task Force Review

Line Item ID: 266-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

07 E 2100 220 0023 017

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$623**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$623**Status**

Task Force Review

Line Item ID: 266-3-0013

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

07 E 2100 250 0023 007

Function Code

2100 - Support Services (Students)

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$147**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$147**Status**

Task Force Review

Line Item ID: 266-3-0014

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

07 E 2100 250 0023 017

Function Code

2100 - Support Services (Students)

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$8**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8**Status**

Task Force Review

Line Item ID: 266-3-0015

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

Other

Account Number

07 E 2100 290 0023 007

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

Other benefit contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$400**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$400**Status**

Task Force Review

Line Item ID: 266-3-0016

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

Librarian one time pymt

Account Number

07 E 2200 111 0023 007

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 employees working during Covid 19 - 9 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$12,750**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,750**Status**

Task Force Review

Line Item ID: 266-3-0017

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

Class Supp Staff one time pymt

Account Number

07 E 2200 121 0023 017

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 employees working during Covid 19 - 24 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$34,500
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$34,500</u>

Status

Task Force Review

Line Item ID: 266-3-0018

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

Social Security

Account Number

07 E 2200 220 0023 007

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$975
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$975</u>

Status

Task Force Review

Line Item ID: 266-3-0019

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

Social Security

Account Number

07 E 2200 220 0023 017

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$2,635**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,635**Status**

Task Force Review

Line Item ID: 266-3-0020

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

07 E 2200 250 0023 007

Function Code

2200 - Support Services (Instructional Staff)

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$13**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13**Status**

Task Force Review

Line Item ID: 266-3-0021

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

07 E 2200 250 0023 017

Function Code

2200 - Support Services (Instructional Staff)

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$35**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$35**Status**

Task Force Review

Line Item ID: 266-3-0022

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

Dist Admin one time pymt

Account Number

07 E 2300 110 0023 007

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Premium pay for employees working during Covid 19 - 11 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$16,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,500**Status**

Task Force Review

Line Item ID: 266-3-0023

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

Dist Admin one time pymt

Account Number

07 E 2300 120 0023 017

Function Code

2300 - Support Services (General Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Premium pay for employees working during Covid 19 - 21 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

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

Status

Task Force Review

Line Item ID: 266-3-0024

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

Social Security

Account Number

07 E 2300 220 0023 007

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,262
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,262</u>

Status

Task Force Review

Line Item ID: 266-3-0025

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

Social Security

Account Number

07 E 2300 220 0023 017

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$2,063**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,063**Status**

Task Force Review

Line Item ID: 266-3-0026

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

Unemployment

Account Number

07 E 2300 250 0023 007

Function Code

2300 - Support Services (General Administration)

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$17**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17**Status**

Task Force Review

Line Item ID: 266-3-0027

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

07 E 2300 250 0023 017

Function Code

2300 - Support Services (General Administration)

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$27**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$27**Status**

Task Force Review

Line Item ID: 266-3-0028

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

Other

Account Number

07 E 2300 290 0023 007

Function Code

2300 - Support Services (General Administration)

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

Other benefit contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$325**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$325**Status**

Task Force Review

Line Item ID: 266-3-0029

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

Other

Account Number

07 E 2300 290 0023 017

Function Code

2300 - Support Services (General Administration)

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

Other benefit contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100**Status**

Task Force Review

Line Item ID: 266-3-0030

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

Bldg Admin one time pymt

Account Number

07 E 2400 110 0023 007

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Premium pay for employees working during Covid 19 - 35 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$51,750**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$51,750**Status**

Task Force Review

Line Item ID: 266-3-0031

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

School Sec one time pymt

Account Number

07 E 2400 121 0023 017

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

Premium pay for employees working during Covid 19 - 48 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$69,750
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$69,750</u>

Status

Task Force Review

Line Item ID: 266-3-0032

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

Social Security

Account Number

07 E 2400 220 0023 007

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,959
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,959</u>

Status

Task Force Review

Line Item ID: 266-3-0033

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

Social Security

Account Number

07 E 2400 220 0023 017

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,319
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,319</u>

Status

Task Force Review

Line Item ID: 266-3-0034

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

Unemployment

Account Number

07 E 2400 250 0023 007

Function Code

2400 - Support Services (School Administration)

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$52
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$52</u>

Status

Task Force Review

Line Item ID: 266-3-0035

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

Unemployment

Account Number

07 E 2400 250 0023 017

Function Code

2400 - Support Services (School Administration)

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$70**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$70**Status**

Task Force Review

Line Item ID: 266-3-0036

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

Bus Staff one time pymt

Account Number

07 E 2500 121 0023 017

Function Code

2500 - Central Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

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

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

Premium pay for employees working during Covid 19 - 8 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$9,750**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,750**Status**

Task Force Review

Line Item ID: 266-3-0037

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

07 E 2500 220 0023 017

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$746**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$746**Status**

Task Force Review

Line Item ID: 266-3-0038

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

Unemployment

Account Number

07 E 2500 250 0023 017

Function Code

2500 - Central Services

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$10**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10**Status**

Task Force Review

Line Item ID: 266-3-0039

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

Maint/Cust one time pymt

Account Number

07 E 2610 121 0023 017

Function Code

2610 - Operation of Building

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 employees working during Covid 19 - 59 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$81,500
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$81,500</u>

Status

Task Force Review

Line Item ID: 266-3-0040

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

Social Security

Account Number

07 E 2610 220 0023 017

Function Code

2610 - Operation of Building

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,222
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,222</u>

Status

Task Force Review

Line Item ID: 266-3-0041

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

Unemployment

Account Number

07 E 2610 250 0023 017

Function Code

2610 - Operation of Building

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$82**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$82**Status**

Task Force Review

Line Item ID: 266-3-0042

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

Other

Account Number

07 E 2610 290 0023 017

Function Code

2610 - Operation of Building

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

Other benefit contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$200**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$200**Status**

Task Force Review

Line Item ID: 266-3-0043

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

Transp one time pymt

Account Number

07 E 2710 121 0023 017

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 employees working during Covid 19 - 102 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$125,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$125,000

Status

Task Force Review

Line Item ID: 266-3-0044

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

07 E 2710 220 0023 017

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,534
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$9,534

Status

Task Force Review

Line Item ID: 266-3-0045

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

Unemployment

Account Number

07 E 2710 250 0023 017

Function Code

2710 - Vehicle Operation

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$125**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$125**Status**

Task Force Review

Line Item ID: 266-3-0046

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

Other

Account Number

07 E 2710 290 0023 017

Function Code

2710 - Vehicle Operation

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

Other benefit contributions for employees working during Covid 19

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

Task Force Review

Line Item ID: 266-3-0047

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

Food Service one time pymt

Account Number

07 E 3100 121 0023 017

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 employees working during Covid 19 - 80 employees. Each full-time employee received \$750 per semester and each part-time employee received \$500 per semester.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$101,750
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$101,750</u>

Status

Task Force Review

Line Item ID: 266-3-0048

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

Social Security

Account Number

07 E 3100 220 0023 017

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 contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,784
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,784</u>

Status

Task Force Review

Line Item ID: 266-3-0049

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

Unemployment

Account Number

07 E 3100 250 0023 017

Function Code

3100 - Food Service Operations

Object Code

250 - Tuition Reimbursement

Allowable Use

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

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

Unemployment contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$102**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$102**Status**

Task Force Review

Line Item ID: 266-3-0050

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

Other

Account Number

07 E 3100 290 0023 017

Function Code

3100 - Food Service Operations

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

Other benefit contributions for employees working during Covid 19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$200**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$200**Status**

Task Force Review

Line Item ID: 266-3-0051

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 Other Purch Svcs

Account Number

07 E 1000 300 0023 001

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

1C - Any activity authorized by the Adult Education and Family Literacy Act.

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

Purchase Capturing Kids Hearts Premium for 12 schools in order to improve Tier I interventions. This provides support for teachers in relationship-building and social-emotional learning strategies. This has potential to impact all 7500 students in the district. Data from the BASC/BESS social-emotional screener indicate a need for a tiered system of supports for social-emotional learning/character development. A concerning number of students were identified as having elevated risk and extremely elevated risk due to the COVID pandemic.

New Narrative

CKH provides activities and resources for both whole group and small group instruction in Social Emotional Learning. These ready-to-go activities can best support paras/teachers who are intervening and individually instructing students in Tier 2 or 3, most of these students are suffering from the disproportionate impact of COVID-19. Our district data supports additional resources that both paras and teachers can access for immediate use with small groups of students who need remediation of SEL skills.

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	<u>\$25,000</u>

Status

Task Force Review

Line Item Comment from KSDE

10/26 - While this program has the fantastic potential to impact all district students, because it is marked for the 20%, please describe how it will address the social and emotional needs related to the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Line Item ID: 266-3-0052

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III Classified Salaries

Account Number

07 E 1000 121 0023 001

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

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

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

Hire 6 paraprofessionals to work with students in small tiered math and reading intervention groups. This has the potential to impact approximately 200 students in the intermediate schools. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$120,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$120,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "ESSER III funding will help students by supporting sixth grade paraprofessional educators who can meet students' needs and provide intervention via multi-tiered systems of support. This will allow more individualized learning to meet students where they are rather than whole group learning in classrooms with struggling learners. In a similar approach, funding will support intervention teachers and paraprofessionals in Maize Intermediate School and Maize South Intermediate School, which house the district's fifth and sixth grade students."

Line Item ID: 266-3-0053

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III Certified Salaries

Account Number

07 E 1000 111 0023 001

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

1E - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.

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

Hire 4 teachers to work with students in small classes, focusing on reading and math intervention. This has the potential to impact 200 students in the intermediate schools. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$204,153
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$204,153</u>

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "The district will employ a reading and math interventionist at both intermediate schools: Maize Intermediate School and Maize South Intermediate School. The addition of these four staff members will allow students to be appropriately identified for tiered support in these learning areas and receive intervention as needed."

Line Item ID: 266-3-0054

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

ESSER III Classified Salaries

Account Number

07 E 1000 121 0023 001

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

1E - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.

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

Hire 4 paraprofessionals to work with students in small tiered intervention groups. This has potential to impact 200 students per year. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$80,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$80,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "The district will hire intervention paraprofessionals in grades five through twelve to provide additional one-to-one and small group instruction/support to address learning loss."

Line Item ID: 266-3-0055

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

ESSER III Classified Salaries

Account Number

07 E 1000 121 0023 001

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

1E - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.

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

Hire 6 paraprofessionals to work with students in small tiered intervention groups, supporting the development of executive functioning skills. Two paras will be placed at each middle school and one at each comprehensive high school. Due to the COVID pandemic, our data show there has been an increase of 6-11% in the number of students with failing quarterly grades in our two middle schools and two comprehensive high schools. This is particularly true in math and English classes that were taken during hybrid or full remote learning models. This has the potential to impact 200 students in the middle schools and approximately 370 students in the high schools.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$120,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$120,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "The district will hire intervention paraprofessionals in grades five through twelve to provide additional one-to-one and small group instruction/support to address learning loss."

Line Item ID: 266-3-0056

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 Purchased Services

Account Number

07 E 1000 300 0023 001

Function Code

1000 - Instruction

Object Code300 - 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**

Orton-Gillingham - The Orton-Gillingham Approach is a direct, explicit, multisensory, sequential, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. We will provide Orton-Gillingham training for up to 50 teachers from PreK to high school, including special education teachers and reading specialists, in order to address early literacy. ESSER funds will be used for trainer fees, materials, and substitute teachers.

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

Task Force Review

Line Item Comment from KSDE

Per narrative, "The district has and will offer both Orton-Gillingham (science of reading) and LETRS (Language Essentials for Teachers of Reading and Spelling) training to teachers in Maize USD 266. This professional learning will allow staff members to increase their knowledge and skills to support young readers and those students negatively impacted by COVID."

Line Item ID: 266-3-0057

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 Other Purchased Services

Account Number

07 E 2200 300 0023 001

Function Code

2200 - Support Services (Instructional Staff)

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

Mental Health First Aid: These funds allow for our district to coordinate onsite training to train up to 16 of our own employees to become trainers. These trainers will train all teachers during the October professional development day. The number of referrals to our Mental Health Intervention Team increased dramatically last spring due to lasting effects of the COVID pandemic. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This would impact 16 trainers and their potential to impact 700+ staff members in just the first 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	<u>\$6,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "The district will train 16 staff members in Youth Mental Health First Aid (YMHFA) with the goal of subsequently training all school staff. YMHFA is an evidence-based, researched program that will allow staff members to better understand warning signs of students' mental health challenges and provide them with tools for addressing those concerns."

Line Item ID: 266-3-0058

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III Supp Staff Salaries

Account Number

07 E 2100 111 0023 001

Function Code

2100 - Support Services (Students)

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 1 'clinical' therapist and 2 mental health liaisons. Due to the lasting effects of the COVID pandemic, the number of referrals to our Mental Health Intervention Team increased dramatically last spring. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This has potential to impact approximately 130 5th-12th grade students. Approximate pay per employee is \$50,000 and is inclusive of all taxes/benefits.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$150,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$150,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "The following positions will be added to support students' mental health: a licensed school therapist; an Executive Director of Health, Safety, and Prevention; and social-emotional support paraprofessionals in kindergarten through sixth grade. These staff members will provide more one-to-one and small group support for students to help them develop coping, adaptive, and executive functioning skills and strategies to be in a learning-ready state."

Line Item ID: 266-3-0059

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III Supp Staff Salaries

Account Number

07 E 2100 121 0023 001

Function Code

2100 - Support Services (Students)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

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

Hire 3 paraprofessionals to support mental health and behavior intervention. Due to the lasting effects of the COVID pandemic, the number of referrals to our Mental Health Intervention Team increased dramatically last spring. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This has potential to directly impact approx. 50 PreK-4 students.

These additional para positions will directly support our tier 2 and Tier 3 students - most of these students are suffering from the disproportionate impact of COVID-19. Our district data supports additional people to best support the increased number of identified students who need support individually or in small groups for the remediation of SEL skills.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$60,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$60,000</u>

Status

Task Force Review

Line Item ID: 266-3-0060

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III Sum Sch Salaries

Account Number

07 E 1000 111 0023 201

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

Hire staffing and provide extra duty pay to support a three-week elementary summer school program. AIMSweb reading and math scores indicate that early literacy was impacted dramatically due to the COVID pandemic. 20-25% fewer K-1 students reached their grade level spring benchmark than in previous years. Additionally, math scores dropped in comparison to previous years in grades K, 2, and 3. Approximately 500 students benefited from 45 hours of intervention during the summer of 2021. Each summer school session was held three hours per day, five days per week for three weeks.

2 administrative employees earned approximately \$3,500 each; 78 certified employees earned approximately \$2,200 each; and 19 classified employees earned approximately \$900 each.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$200,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$200,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "The district offered summer school during 2021 and 2022 to identified students in grades kindergarten through twelve. These sessions offered intervention support in classes with paraprofessional help and with small numbers of students. High school-age students were able to earn missed and failed credits during summer school."

Line Item ID: 266-3-0061

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

Teacher one time pymt

Account Number

07 E 1000 111 0023 007

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 employees working during Covid 19. Between this line item and line item 266-3-0062 there are approximately 1,500 employees that we anticipate paying \$666.67 to (inclusive of all benefits/taxes). This would be a one-time payment made in December of 2022.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$789,610
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$789,610</u>

Status

Task Force Review

Line Item ID: 266-3-0062

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

Teacher one time pymt

Account Number

07 E 1000 111 0023 007

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 employees working during Covid 19. Between this line item and line item 266-3-0061 there are approximately 1,500 employees that we anticipate paying \$666.67 to (inclusive of all benefits/taxes). This would be a one-time payment made in December of 2022.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$210,390
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$210,390</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0309

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>
Nickerson	4501 West Fourth, Hutchinson, KS 675019131	4501 West Fourth, Hutchinson, KS 675019131
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Curtis Nightingale	cnightingale@usd309ks.org	(620) 663-7141

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Curtis L Nightingale	Superintendent	cnightingale@usd309ks.org	(620) 663-7141

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/1394497/2021_panther-playbook-back-to-school-plan-2021_3_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 will be using a multi-faceted approach covering several aspects of our operations including Transportation, Facilities, Instruction/Instructional Support, Social-Emotional Intervention Strategies, and Staff Supports.

Transportation

- One, multi-passenger van: We use either larger buses or regular cars/vans to transport students for various school-related activities. The use of a 70+ passenger bus has been effective when transporting students to school or teams to events through our ability to socially distance inside of the larger buses. When transporting smaller groups of students (15 or less) for either IDEA-related activities, or other school-related functions, the buses are impractical and smaller vans and cars do not provide the distance needed to provide safety for students or staff. The purchase of a multi-passenger transit van could serve this purpose and would also allow us to use drivers without CDLs to perform these tasks providing us greater staffing flexibility.
- Food Service Vehicle: Due to food supply chain issues brought on by the pandemic, our food service department is having to spend an inordinate amount of time driving to remote locations to secure the food items necessary to provide daily meals for students and staff. We have had to commandeer our Tech Van for this purpose. The purchase of a deliver-styled van would allow greater cargo room and space for these deliveries to occur.
- Our nursing staff is having to use personal vehicles to travel between building locations (15 miles) to accommodate test-to-stay protocols. A dedicated nursing vehicle would provide greater flexibility.

Facilities

- Ventilation upgrades – RTUs
 - Upgrade current systems with higher-volume units for better airflow to accommodate in-person learning.
 - Add units to the shop areas to improve ventilation and air movement. The antiquated system is not keeping up with the added demand we have seen in our shop areas. As enrollment increases due in large part to family attitudes changing about trades vs post-secondary schooling, our CTE programs are struggling to accommodate the added numbers.
- Upgrades and improvements to our library to accommodate our Panther Den for FBLA and our Safe Space initiative. Our location is a very small area which does not provide proper safe distancing and airflow for student safety. This area serves two distinct purposes: 1) The "Safe Space" initiative allows students an opportunity to take a time-out within our building when dealing with various issues both at school and at home. 2) Our FBLA offers coffees and snacks as a way to offset the costs of their afterschool activities. These renovations will include plumbing, electrical, and furnishings to move this area into an unused portion of the library.

Instruction/Instructional Support

- iReady - Adaptive Reading Program: (Research Based: <https://stateoflearning.curriculumassociates.com/>)
 - In response to the concerns of our constituents, an adaptive reading program will provide us with the very type of the prescriptive curriculum we need to identify and meet the needs of our struggling students through a tutoring styled intervention that will dovetail nicely with our current multi-tiered system of support (MTSS) at all levels.
- Summer School:
 - Again, in response to the concerns of our constituents, enhancing our current summer school programming to allow for a greater number of students to participate.
- Enhanced Tutoring Offerings:
 - This is mainly staffing to utilize the Adaptive Reading Program.
- Cognitive Coaching Training:
 - Staff support to ensure a high level of instruction is occurring in the classroom, as well as through tutoring and summer school.
- Additional 4th-Grade Teaching Position:
 - Due to increased enrollment numbers at South Hutchinson Elementary, we used ESSER II dollars to increase the number of sections in fourth grade providing smaller class sizes for social distancing and better teacher-student ratio. With 24% of our fourth-grade students falling into the "high-risk" category, we would like to continue this practice moving forward and while we have grown in this building, we have shrunk in others making it difficult to cover this added expense within our current, shrinking budget.
- Social Institute:
 - Another ESSER II holdover, this program provides support and training for students in cyber-safety.
- Powerschool University:
 - Travel and training to provide more in-depth knowledge on the uses of our Student Information System. This will help us to ensure our state reporting through KIDS is as accurate as possible to ensure correct funding and reporting is being done with the growth of virtual learning academies, and the number of absences being reported due to illness and quarantines.
- Lexia Learning System:
 - Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Social-Emotional Intervention Strategies

- Play Therapy Training: We are currently offering group therapy via our Zen Den program. Zen Den staff use specific curriculum to teach skills related to executive functioning, emotional awareness, self-regulation, and calming strategies based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies. The addition of Play Therapy is a game-changer for younger students.
 - Play Therapy is defined by the Association for Play Therapy as "the systematic use of a theoretical model to establish an interpersonal process wherein trained Play Therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development." It is an evidence-based approach to therapy with many, peer-reviewed, published studies.
- Outdoor Playground Equipment Upgrade
 - In addition to the play therapy programming, additional outdoor spaces need to be cultivated to provide fresh air options for play and outdoor classroom opportunities.

- Alternative Afterschool Programming
 - The research on student engagement in school activities outside of the school day and how they correspond to student success and attendance, as well as social-emotional well-being, is well documented. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone-especially after school. Kansas students in grades 10 and 12 outpaced the rest of the nation by nearly 6% reporting feelings of depression; and our district was nearly 8% higher than the state average. Another example is the question, "Have you ever seriously thought about killing yourself?" Our district saw an increase of over 15% from 2020 and was higher than the state average by nearly 7%.

Staff Supports

- Retention Pay: Due to the increased demands on staff during the pandemic and the subsequent response protocols associated with the return to learning, many educators are choosing to leave the profession. Feelings of underappreciation, despair, and financial strain related to their personal experiences with the outbreak have left staff doubtful about their role in what we do. The opportunity to provide retention funds to staff to reward their efforts, co

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

Of the students (7th-12th) we contacted, less than 2% responded to the survey. Student responses centered around the impact prior mitigating responses had on them physically, emotionally, and mentally. Responses ranged from "Just get everyone vaccinated" to "Be smart and stay protected." On questions related to ideas and suggested ways to address current student needs and learning losses, no concrete suggestions were offered.

Focus group meetings were hosted at the District Offices for two student groups, 1) Student leaders in the form of class officers and STUCO members and 2) Non-appointed student leaders nominated by staff. The same questions were posed to them in a workgroup fashion to allow them to brainstorm solutions and ideas. Most of those ideas centered around student choice and frustrations with mitigation strategies. Again, no real actionable ideas were gathered.

**

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

Families

Of our responses, 63.8% were from Parents/Guardians. Family responses varied but the vast majority were focused on the need to keep students in school and to allow parents to determine whether their child wears a mask. Most comments were critical of the remote-learning concept, questioning whether their child learned anything at all. Many addressed what they felt was the negative social-emotional impact of remote learning and the feelings of isolation. Many others detailed the financial and mental impact it had on themselves and their families having the students cooped up at home alone for weeks. As for masking at school, the overwhelming majority opposed this. Comments ranging from dehumanizing students to stripping parents of their ability to parent were common.

On questions related to ideas and suggested ways to address current student needs and learning losses, many suggested summer school, individual tutoring during the school day, and even extending the school year to compensate for days lost to quarantines or closures.

Focus group meetings were hosted at the District Offices for parents who were nominated and then agreed to participate. Some were part of building site councils but, any others were not. Attendance was poor, but many of the same themes continued to permeate the meetings. Tutoring, summer school and personal choice were the dominant themes from these meetings as well.

**

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

School and District Administrators including Special Education Administration

All administrators were involved in the creation and dissemination of the data and all completed the survey. As they were a part of the application process, the Administrators (including Building Leaders) could be further polled as to their thoughts and ideas related to these topics. Their input makes up the majority of this application.

The majority of responses put a premium on in-person learning. Support for continued mitigations and creative solutions to ensure staff and student safety were mentioned repeatedly. Another theme that dominated responses was access to mental health services. With cost and access being major hurdles, ideas that provided access and opportunities to seek services were stressed as an important component of any plan moving forward.

The Reno County Education Cooperative Executive Director responded personally to my request for information. She indicated the biggest issue with special education is finding and keeping qualified staff. She believes that aligns with our retention bonus. She also the need for continued training in high-leverage practices in special education which she thought aligns with our desire for training in Visible Learning. Finally, she thought we also need to continue to identify curriculum that meets the needs of students and creative ways to serve them as we are attempting to address through our curriculum enhancement items.

**

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

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

Each member of each sub-group listed received both a copy of our ESSER II survey, as well as took part in group discussions related to ESSER spending ideas. Of those, KNEA members accounted for 10.4% of responses and non-KNEA members represented 7.4% (this does not include those who identified as both staff AND parent (totaling less than 2% of total respondents.) The majority of responses put a premium on in-person learning. Support for continued mitigations and creative solutions to ensure staff and student safety were mentioned repeatedly. Another theme that dominated responses was access to mental health services. With cost and access being a major hurdle, ideas that provided access and opportunities to seek services were stressed as an important component of any plan moving forward.

**

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

Tribes

We identified 20 families who reported Native American descent on their enrollment demographics. We sent an impact survey to each family to collect their input on our plan.

We received one response. It indicated in-person learning and utilizing after-school programming as preferred methods of recovery.

Civil Rights Organization including Disability Rights Organizations

The following organizations were contacted for specifics on whom to contact to gather the information needed:

- ACLU of Kansas
- Kansas Action for Children
- NAACP of Kansas
- The United Way

We only received one response indicating they preferred not to participate.

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

Internally, our ESOL teacher and Homeless/Foster Care Liason were both a part of our information gathering. In addition, the following external organizations were contacted for specifics on whom to contact to gather the information needed:

- El Centro - Latino Youth
- St. Francis - Foster Youth
- Families Together - Disabilities/Special Health Needs
- Youth On Their Own - Homeless
- St. Francis - Foster Youth
- Families Together - Disabilities/Special Health Needs

Most of the external organizations failed to respond (El Centro and St. Francis were the sole respondents) but the information we did collect echoed the responses of many of the other stakeholder groups regarding keeping students in person as much as physically possible was stressed. Comments related to the damage virtual learning had on ESL students and those with various types of disabilities were common. Again, the mental and social-emotional toll the remote style of learning had on these students was described.

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

Two general, public forums were held. While poorly attended, these sessions mainly focused on the financial impact remote learning had on the community and how much the employment sector values work skills related to teaming and group participation--skills that cannot be learned in a remote setting.

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 309 Nickerson/South Hutchinson has experienced an impact on learning and the social-emotional well-being of both students and staff due to COVID-19 and the corresponding mitigations since March of 2020. As a small-to-midsized district that averages right at 1,200 students each year, we now have four years' worth of students who have been affected in various ways due to the pandemic. More than 100 students chose not to return to school and remain in a remote learning environment, either through our virtual academy or have left the district completely for another online program.

Extra measures have been taken each year to ensure a quality education for our students. According to the Kansas Communities That Care Survey, our district has seen a 7% increase in "low commitment to school." We were experiencing an increase in math proficiency until students went remote and hybrid. iReady diagnostics for the winter of 2020 (prior to covid) listed 14% in the "at-risk" range and when students returned in the fall of 2020, we had a jump of 46% in the "at-risk" range. This is more than the typical 'summer slide' that we have experienced in the past. The district updated the reading assessments so a comparison from winter assessment to fall isn't available however, the fall data shows that 39% of the USD 309 students fall in the "at-risk" range. We did note an increase in the growth once the students were back to onsite learning. There has also been a decisive negative impact on those students whose parents chose to keep them home from our 3-year-old and preschool programs over the past two years due to COVID versus those who participated.

In addition to learning loss, we have experienced an increase in custodial and maintenance costs since returning to onsite learning. Additional measures have been taken to ensure the safety of staff and students. These costs come in the area of supplies, labor due to the additional cleaning, and leave--staff falling ill to either COVID or other non-related illnesses.

Our attempts to keep students in person for learning, combined with the myriad of mitigation protocols required to do so safely, have put a strain not only on our students, staff, and families but also on our budget.

The impact all of this is having on the social-emotional well-being of our students and staff is alarming. In a recent Kansas Communities That Care (KCTC) survey, we saw increases across the board related to this. Feelings of uncertainty, depression and anxiety are growing exponentially. For example, while Kansas students in grades 10 and 12 outpaced the rest of the nation by nearly 6 percentage points reporting feelings of depression ("...ever feel so sad or hopeless almost every day for two weeks or more in a row...") our district was nearly 8% higher than the state average. Another example is the question, "Have you ever seriously thought about killing yourself?" Our district saw an increase of over 15% from 2020 and was higher than the state average by nearly 7%. This does not address these same factors for our staff who worry about taking the anxiety or even the virus home to their loved ones each night.

The amount of sick leave, sub pay, and overtime/extra-duty pay is taking its toll. As we race to determine better ways to prevent exposures and contamination, our staff is being asked to take on more and more responsibility. Teachers, administrators, custodians, cooks, and our nurses have been stretched to their breaking point. Last year, staff used 3,029 hours of FMLA leave time dealing with either quarantines or sickness--staff worked an additional 1,072 hours from home remotely. This problem is compounded by the shortage of quality substitute teachers. Whether fear of working in the schools during the pandemic or just a general shortage in the workforce, teachers taking leave create hardships for their peers as they will be forced to cover multiple sections, often sacrificing their own plan and lunchtimes.

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)

Each of the items listed within the Instruction/Instructional Supports section of our plan (41.5% of total expenditures) is specifically listed within the federal guidelines of allowable uses. Adaptive Reading Programs (designed to identify and adapt to the reading deficiencies detected/MTSS), Summer School (increased time-on-task), After-School Tutoring (increased time-on-task), Prescriptive Literacy Curriculum and Training, and Specialists trained to identify and track student academic loss are all a part of our plan.

In addition, the Cognitive Training and Professional Development contained within our plan are all designed to further prepare our staff to provide much-needed scaffolding and support.

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

Our planned Social-Emotional Intervention Strategies program (29% of total expenditures) has been developed from a research-based model.

- Play Therapy is defined by the Association for Play Therapy as "the systematic use of a theoretical model to establish an interpersonal process wherein trained Play Therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development." It is an evidence-based approach to therapy with many, peer-reviewed, published studies.

Additional ESSER funds will support the improvement of indoor air quality through ventilation upgrades (31%) and are specifically mentioned throughout the federal guidelines.

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 new and prior ESSER funding will be monitored through an ongoing review of our data. Academic needs will be reviewed through the use of FastBridge (Fall, Winter, and Spring) and the summative scores on the annual Kansas Assessment. Social, Emotional, and Mental Health needs will be reviewed through the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) taken in the Fall, Winter, and Spring and the Kansas Communities that Cares (KCTC) survey taken annually by students in grades 6, 8, 10, and 12. When possible, subgroups will be analyzed separately, ensuring the needs of all students are being met, including students from low-income families, students of color, children with disabilities, and students experiencing homelessness. Additionally, we should also see an improvement in individual course grades, decreased retention or retaking of courses, and an increase in our graduation rate.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,626,091	\$0	\$1,626,091	ESSER III Allocations	\$325,219
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,626,091	\$0	\$1,626,091	Amount Still Needed	\$325,219
In Review Total	\$1,416,402	\$0	\$1,416,402	In Review Total	\$718,952
Amount Left	\$209,689	\$0	\$209,689	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
309-3-0001	Direct	True	1000	735	12	\$58,992	Task Force Review
309-3-0002	Direct	False	2313	735	3	\$23,550	Task Force Review
309-3-0004	Direct	True	2113	946	10	\$12,000	Task Force Review
309-3-0007	Direct	False	1000	151	16	\$246,000	Task Force Review
309-3-0009	Direct	True	2213	569	3	\$20,000	Task Force Review
309-3-0010	Direct	True	1000	735	12	\$63,000	Task Force Review
309-3-0011	Direct	True	2213	946	3	\$3,500	Task Force Review
309-3-0012	Direct	False	1000	110	1A	\$174,000	Task Force Review
309-3-0013	Direct	False	2720	732	11B	\$100,000	Task Force Review
309-3-0014	Direct	False	1000	736	9	\$40,000	Task Force Review
309-3-0015	Direct	False	2230	613	3	\$30,000	Task Force Review
309-3-0017	Direct	False	2720	732	2	\$25,000	Task Force Review
309-3-0018	Direct	True	1000	151	16	\$60,000	Task Force Review
309-3-0020	Direct	False	2213	569	3	\$2,400	Task Force Review
309-3-0021	Direct	False	2720	582	3	\$1,500	Task Force Review
309-3-0022	Direct	True	2213	946	3	\$3,500	Task Force Review
309-3-0023	Direct	False	2230	719	3	\$30,000	Task Force Review
309-3-0024	Direct	False	2230	719	3	\$25,000	Task Force Review
309-3-0025	Direct	True	1000	949	11A	\$306,980	Task Force Review
309-3-0026	Direct	True	2212	300	12	\$190,980	Task Force Review

Line Item Details

Line Item ID: 309-3-0001

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**Account Number****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

i-Ready Digital Curriculum

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$19,664**Budgeted Expenditures in SFY 2023** \$19,664**Budgeted Expenditures in SFY 2024** \$19,664**Total Expenditures** \$58,992**Status**

Task Force Review

Line Item Comment from KSDE

from the narrative: iReady - Adaptive Reading Program:

- In response to the concerns of our constituents, an adaptive reading program will provide us with the very type of prescriptive curriculum we need to identify and meet the needs of our struggling students through a tutoring-styled intervention that will dovetail nicely with our current multi-tiered system of support (MTSS) at all levels.

Line Item ID: 309-3-0002

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

Account Number

Function Code

2313 - Board Treasurer Services

Object Code

735 - Technology -Related Software

Allowable Use

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

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

The Social Institute

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,850
Budgeted Expenditures in SFY 2023	\$7,850
Budgeted Expenditures in SFY 2024	\$7,850
Total Expenditures	<u>\$23,550</u>

Status

Task Force Review

Line Item Comment from KSDE

from narrative : Social Institute:
- Another ESSER II holdover, this program provides support and training for students in cyber-safety.

Line Item ID: 309-3-0004

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**Account Number****Function Code**

2113 - Social Work Services

Object Code

946 - Professional Development

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

Play Therapy Training

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$12,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Task Force Review

Line Item Comment from KSDE

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

from narrative: Play Therapy Training: We are currently offering group therapy via our Zen Den program. Zen Den staff use specific

curriculum to teach skills related to executive functioning, emotional awareness, self-regulation, and calming strategies based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies.

The addition of Play Therapy is a game-changer for younger students.

- Play Therapy is defined by the Association for Play Therapy as "the systematic use of a theoretical model to establish an interpersonal process wherein trained Play Therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development." It is an evidence-based approach to therapy with many, peer-reviewed, published studies.

Line Item ID: 309-3-0007

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 NameNickerson USD 309 ESSER III
Application**Account Number**

1

Function Code

1000 - Instruction

Object Code151 - 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**

Due to the increased demands on staff during the pandemic and the subsequent response protocols associated with the return to learning, many educators are choosing to leave the profession. Feelings of underappreciation, despair, and financial strain related to their personal experiences with the outbreak have left staff doubtful about their role in what we do. The opportunity to provide retention funds to staff to reward their efforts, cover financial losses to a small extent and show appreciation for their willingness to stay the course is important for staff retention and morale. The ability to provide a retention bonus following this current contract cycle and another following next year's will go a long way to assisting us in providing stability in our learning environment.

We are proposing either a one-time payout of \$1,000 on August 1st of 2023 or two \$500 payouts over the next two Augusts (23/24). This would be paid out to 246 staff members.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$246,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$246,000</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**Account Number****Function Code**

2213 - Instructional Staff Training Services

Object Code

569 - Other Tuitions

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

Cognitive Coaching Training

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$20,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,000**Status**

Task Force Review

Line Item Comment from KSDE

from narrative: Cognitive Coaching Training:

- Staff support to ensure a high level of instruction is occurring in the classroom, as well as through tutoring and summer school.

Line Item ID: 309-3-0010

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**Account Number****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

Lexia Learning System

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$21,000
Budgeted Expenditures in SFY 2023	\$21,000
Budgeted Expenditures in SFY 2024	\$21,000
Total Expenditures	\$63,000

Status

Task Force Review

Line Item Comment from KSDE

from narrative: Lexia Learning System:

Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Line Item ID: 309-3-0011

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**Account Number****Function Code**

2213 - Instructional Staff Training Services

Object Code

946 - Professional Development

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

Lexia Training Support

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,500**Status**

Task Force Review

Line Item Comment from KSDE

from narrative: from narrative: Lexia Learning System:

Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Line Item ID: 309-3-0012

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

Nickerson USD 309 ESSER III

Account Number

1

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

4th Grade Teaching Position -

Per the KSDE document "Approved Evidenced-Based Practices," Class Size reduction is listed. Due to enrollment numbers and classroom sizes at South Hutchinson Elementary, ESSER II dollars were used to increase the number of sections in fourth grade to provide smaller class sizes to facilitate social distancing and a better teacher-student ratio to offset the learning loss and instructional gaps created during the past two years of pandemic responses including school closures, quarantines, and illness. Our plan is to continue this practice moving forward to ensure student safety, while impacting those learning gaps.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$58,000
Budgeted Expenditures in SFY 2023	\$58,000
Budgeted Expenditures in SFY 2024	\$58,000
Total Expenditures	\$174,000

Status

Task Force Review

Line Item Comment from KSDE

from narrative: Additional 4th-Grade Teaching Position:

- Due to increased enrollment numbers at South Hutchinson Elementary, we used ESSER II dollars to increase the number of sections in fourth grade to provide smaller class sizes for social distancing and a better teacher-student ratio. We would like to continue this practice moving forward and while we have grown in this building, we have shrunk in others making it difficult to cover this added expense within our current, shrinking budget.

Line Item ID: 309-3-0013

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**Account Number****Function Code**

2720 - Monitoring Services

Object Code

732 - Vehicles (Including school buses)

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

Food Service Van/Transit

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$100,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100,000**Status**

Task Force Review

Line Item Comment from KSDE

This requires prior approval with the Equipment Purchase Form this can be found at Form <https://www.ksde.org/Portals/0/Title/LCP/EquipmentPurchaseForm.pdf>

from narrative: Food Service Vehicle: Due to food supply chain issues brought on by the pandemic, our food service department is

having to spend an inordinate amount of time driving to remote locations to secure the food items necessary to provide daily meals for students and staff. We have had to commandeer our Tech Van for this purpose. The purchase of a deliver-styled van would allow greater cargo room and space for these deliveries to occur.

Line Item ID: 309-3-0014

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

Nickerson South Hutchinson ESSER III

Account Number

1

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**Alternative After-School Programming**

- The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social-emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. Additionally, we lost more than 100 students during the pandemic to online, internet schooling. With research indicating activity engagement enhances and promotes school attendance and participation, we would like to develop an alternative after-school program that appeals to these students and requires faithful attendance and academic achievement to participate. The use of expanded technologies via computers, video games, gaming strategies, and competitions will further encourage participation. The development of this program could impact as much as 20% of our enrollment at the high school if done well, and perhaps allow us to recover some of those students lost.

This program will be housed in a formerly unused portion of our library. The hardware needed to develop this program can also be used for future growth in our CTE pathways in Software and Systems Development.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$25,000**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$40,000**Status**

Task Force Review

Line Item Comment from KSDE

This expenditure is not allowable with ESSER funds.

from narrative: E-Sports

- The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social-emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. The growth of E-Sports as an activity shows great promise for the students we serve. This will give us an opportunity to get this started which conservatively could impact as much as 20% of our enrollment at the high school.

Allocation Type

Direct Allocation

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

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

Account Name

Nickerson USD 309 ESSER III

Account Number

1

Function Code

2230 -

Object Code

613 - Office

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**Alternative After-School Programming**

- The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social-emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. Additionally, we lost more than 100 students during the pandemic. Most switched to online, internet schooling. With research indicating activity engagement enhances and promotes school attendance and participation, we would like to develop an alternative after-school program that appeals to these students and requires faithful attendance and academic achievement to participate. The use of expanded technologies will further encourage participation. The development of this program could impact as much as 20% of our enrollment at the high school if done well.

This program will be housed in a formerly unused portion of our library. Conventional school desks will not provide what is needed for this program to prosper. These funds will be used to outfit the room with appropriately ergonomic furnishings for this purpose.

This would qualify for funding pursuant to Allowable Use section 3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$20,000**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$30,000**Status**

Task Force Review

Line Item Comment from KSDE

This expenditure is not allowable with ESSER funds.

Allocation Type

Direct Allocation

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

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

Account Name**Account Number****Function Code**

2720 - Monitoring Services

Object Code

732 - Vehicles (Including school buses)

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

Nursing Vehicle

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$25,000**Budgeted Expenditures in SFY 2023** \$0**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 <https://www.ksde.org/Portals/0/Title/LCP/EquipmentPurchaseForm.pdf>

from narrative: Our nursing staff is having to use personal vehicles to travel between building locations (15 miles) to accommodate test-to-stay protocols. A dedicated nursing vehicle would provide greater flexibility.

Line Item ID: 309-3-0018

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

Nickerson USD 309 ESSER III

Account Number

1

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

Additional time-on-task was something we heard from every sub-group we spoke to as it relates to additional time/tutoring to help students get caught up.

We anticipate:

- Two Teachers per Building (8 total) @ \$39 hr;
 - One Teacher's Aid per Building (4 total) @ \$12hr;
 - One Coordinator @ \$41 hr;
 - 10 hours per quarter for the first three quarters; and
 - 20 hours for the final quarter of the 2022-23 school year
- = \$401 hr x 50 hrs = \$20,050.00.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20,000
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	\$60,000

Status

Task Force Review

Line Item Comment from KSDE

from narrative: Enhanced Tutoring Offerings:
 - This is mainly staffing to utilize the Adaptive Reading Program.

Line Item ID: 309-3-0020

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

Account Number

Function Code

2213 - Instructional Staff Training Services

Object Code

569 - Other Tuitions

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

PowerSchool University

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

Status

Task Force Review

Line Item Comment from KSDE

As per district: these funds are being spent to train an additional person, so that a counselor will be able to supervise the job shadowing/internship programs the district. This retains students and lessens amount of students in building.

from narrative: Powerschool University:

- Travel and training to provide more in-depth knowledge on the uses of our Student Information System. This will help us to ensure our state reporting through KIDS is as accurate as possible to ensure correct funding and reporting is being done with the growth of virtual learning academies, and the number of absences being reported due to illness and quarantines.

Line Item ID: 309-3-0021

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**Account Number****Function Code**

2720 - Monitoring Services

Object Code

582 - Out-of-District Travel

Allowable Use

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

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

Travel (PSU)

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

Status

Task Force Review

Line Item Comment from KSDE

Powerschool University:

- Travel and training to provide more in-depth knowledge on the uses of our Student Information System. This will help us to ensure our state reporting through KIDS is as accurate as possible to ensure correct funding and reporting is being done with the growth of virtual learning academies, and the number of absences being reported due to illness and quarantines.

Line Item ID: 309-3-0022

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**Account Number****Function Code**

2213 - Instructional Staff Training Services

Object Code

946 - Professional Development

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

Lexia Training Support

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,500**Status**

Task Force Review

Line Item Comment from KSDE

Lexia Learning System:

Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Line Item ID: 309-3-0023

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**Account Number****Function Code**

2230 -

Object Code

719 - All Other Improvements

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

Library renovation for FBLA/Safe Spaces

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$30,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30,000**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

from narrative: Upgrades and improvements to our library to accommodate our Panther Den for FBLA and our Safe Space initiative.

Our location is a very small area which does not provide proper safe distancing and airflow for student safety. This area serves two distinct purposes: 1) The "Safe Space" initiative allows students an opportunity to take a time-out within our building when dealing with various issues both at school and at home. 2) Our FBLA offers coffees and snacks as a way to offset the costs of their afterschool activities. These renovations will include plumbing, electrical, and furnishings to move this area into an unused portion of the library.

Line Item ID: 309-3-0024

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**Account Number****Function Code**

2230 -

Object Code

719 - All Other Improvements

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

FBLA Furnishings and Renovations

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

Task Force Review

Line Item Comment from KSDE

If this is a Capital Improvement, it will require approved documentation.

From narrative: Upgrades and improvements to our library to accommodate our Panther Den for FBLA and our Safe Space initiative.

Our location is a very small area which does not provide proper safe distancing and airflow for student safety. This area serves two distinct purposes: 1) The "Safe Space" initiative allows students an opportunity to take a time-out within our building when dealing with various issues both at school and at home. 2) Our FBLA offers coffees and snacks as a way to offset the costs of their afterschool activities. These renovations will include plumbing, electrical, and furnishings to move this area into an unused portion of the library.

Line Item ID: 309-3-0025

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

Nickerson USD 309 ESSER III

Account Number

1

Function Code

1000 - Instruction

Object Code

949 - Summer School

Allowable Use

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

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

Summer School Expenses:

- 23 teachers at an average salary of \$39/hr = \$897/hr
- 3 Site Coordinators' salaries of \$41/hr = \$123/hr
- 3 Building Aides @ \$12/hr = \$36/hr
- Horizons Mental health Agreement \$90/hr
- Programming Costs of \$90/hr

- Spring Planning and PD Sessions 8 hrs x \$1,020 (teachers and coordinators) = \$8,160
- 16 Instruction Days x 3.5 hrs x \$1,020 (teachers and coordinators) = \$57,120
- 16 Instruction Days x 3.5 hrs x \$36 (Aides) = \$2,016
- 16 Instruction Days x 3.5 hrs x \$90 (MH) = \$4,320

Salary Totals = \$71,616

Fringe = \$5,129

Total = \$76,745

Budgeted Expenditures in SFY 2021	\$76,745
Budgeted Expenditures in SFY 2022	\$76,745
Budgeted Expenditures in SFY 2023	\$76,745
Budgeted Expenditures in SFY 2024	\$76,745
Total Expenditures	<u>\$306,980</u>

Status

Task Force Review

Line Item ID: 309-3-0026

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

USD 309 Nickerson / South Hutchinson

Account Number

1

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We plan to sign on with Corwin Visible Learning+ to train all staff and administrators in the powerful professional learning series Visible Learning. This three-year commitment incorporates Professor John Hattie's research-based professional learning to help educators understand, measure, and evaluate student growth and achievement. This will encompass a mix of in-person trainings, book studies, and virtual study sessions to arm teaching staff and administrators with the tools they need to diagnose learning needs and provide the scaffolding necessary to overcome learning loss and deficits. Study materials are also included.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$71,660
Budgeted Expenditures in SFY 2023	\$71,660
Budgeted Expenditures in SFY 2024	\$47,660
Total Expenditures	<u>\$190,980</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0337

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>
Royal Valley	101 W Main, Mayetta, KS 665090219	PO Box 219, Mayetta, KS 665090219
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Aaric Davis	davisa@rv337.org	(785) 966-2246

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Aaric Davis	Superintendent	davisa@rv337.org	(785) 966-2246
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Sherri Schulte		schultes@rv337.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Noah Slay		slayn@rv337.org	

Plan for Safe Return

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1958271/ESSER_III_Plan_for_Safe_Return_and_Continuity_of_Services_July_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?

We utilized the earlier rounds of pandemic relief funds to secure many of our mitigation and prevention strategies. Those strategies included the purchase of face masks, hand sanitizer, temperature monitoring, bi-polar ionizers for HVAC units, plexiglass barriers, etc. These earlier funding sources assisted us with safely reopening schools. I plan to use the ESSER III funds to help ensure that we safely and continuously keep our schools open for operation. To do this, the ESSER III funds will be used to improve the indoor air quality in our middle school by replacing older HVAC units with no outside air or with limited outside air and replace that system with an environmental friendly system that incorporates outside fresh air as a major system component. During the pandemic, the USD #337 school district has closely monitored the CDC guidelines and recommendations to maintain a safe learning environment for students. All funds expended in ESSER III will be reviewed by KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

Stakeholder Engagement

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

Students

In developing our ESSER plan, we conducted a survey in November and December of 2021. We also hosted a focus group with our HS and MS student council groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most votes from our students. Out of the 211 responses from our survey, we received 42 responses from students or 19.9%.

- A. Additional personnel support for academic intervention
- B. Additional instructional materials and resources
- C. Summer learning programs

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 site councils. Out of the 211 responses from our survey, we received 100 responses from parents or 47.4%. 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:

- A. Summer learning programs
- B. After school tutoring programs
- C. Additional support personnel for academic intervention?

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. Our local special education cooperative was asked to provide feedback through our online survey. 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.

- A. Additional support personnel for academic intervention
- B. Update heating and air systems in the district to improve indoor air quality for students and staff
- C. Summer learning 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 included the following recommendations:

- A. Summer learning programs
- B. Retention incentives for teachers
- C. Additional support personnel for academic intervention

EDIT: I specifically reached out to the three chief negotiators for the Royal Valley Teacher's Union and requested feedback on our ESSER Plan. They specifically requested.

- A. Summer Learning Programs
- B. Retention Incentives for Teachers
- C. After School Tutoring Programs

Tribes

The development of our ESSER plan was done in conjunction with the Prairie Band Potawatomi Tribal Council and parents of the AI/AN students in our district. Before we sent out our student, parent, staff, tribal council, and community survey, we consulted with our local tribal council to make sure the items on the survey were appropriate and covered the items of importance to the tribe. Of the 7 tribal council members, 4 of them responded with feedback for our ESSER plan. We have also had conversations with parents of our Indigenous students through our Title VI parent committee meetings. Through these surveys and conversations, here are the suggestions on how to best meet the needs of the Native American students in our district.

- A. Summer learning programs
- B. After school tutoring programs
- C. Updated heating and air systems in the district to improve indoor air quality

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 (responded, but did not offer any guidance, however, they did offer some literature on how to help those associated with their organization)
- Kansas Human Rights Commission (responded but did not offer any guidance)
- Disability Rights Center of Kansas (responded to survey)
- A copy of our district survey can be viewed at <https://forms.gle/Gok7tx7sfm9rgoNb9>

While we only receive meaningful feedback from the Disability Rights Center of Kansas, we have still implemented the following supports which we believe will benefit all populations of our students:

- A. Summer Learning Programs
- B. After School Tutoring Programs
- C. Additional Personnel Support for Academic Interventions

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

We have 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 with our local special education cooperative, district social worker, district homeless liaison and migrant liaison. Our students information system does not indicate that we have any incarcerated children. I also sent survey requests through email and through the USPS to KVC Kansas, the Disability Rights Center of Kansas and the Holton Special Education Cooperative. Through those surveys and conversations, it was clear that the following supports were most needed.

- A. Summer Learning Programs
- B. Additional Personnel Support for Academic Interventions
- C. Additional Instructional Materials and Resources

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

EDIT: In reviewing our student information system, we confirmed that we serve 114 children with disabilities, 1 English Learner, 0 children experiencing homelessness, 24 children in foster care, 2 migratory students, 0 children who are incarcerated, and 0 children who are underserved. Where representation in each group occurs, we have contacted a cross-section of families of these students directly and asked for their feedback. Additionally, we conducted a survey and visited in conversations directly with students and family members who met the criteria for these subgroups. It was clear from these conversations and feedback from students and stakeholders, that the following supports were most needed:

- A. Summer Learning Programs
- B. Additional Support Personnel For Academic Interventions
- C. Additional Instructional Materials and Resources

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

USD #337 Royal Valley attempted to get input from community members through a community survey. There were 211 responses to the survey. Of the respondents, 47.4% were parents of Royal Valley children, 19.9% were students enrolled in the district, 29.9% were school staff members, 1% were community members without enrolled children, and 2% were PBPN Tribal Council members. The three highest rated items for the use of the ESSER III funds were: 50% or 104 supported updating HVAC systems to improve indoor air quality, 49% or 102 responses supported adding additional personnel support for academic interventions, and the third highest was additional behavioral support and interventions with 43.3% or 90 individuals supporting that need.

After receiving the data from our community survey in December 2021, the USD #337 school board listened and planned for an HVAC project at Royal Valley Middle School during the Summer of 2022 to improve indoor air quality. This project is near completion and has dramatically increased the circulation of fresh air throughout the impacted facilities.

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 #337 Royal Valley has been fortunate enough to keep our buildings open all but 3 days during 2020-21, 2021-22, and 2022-23 school years, but we have felt the impact of COVID-19 with an increased number of students and staff absent due to COVID quarantines and isolations. We can see the impact of COVID-19 in regards to chronic absenteeism and learning loss when analyzing our Kansas Assessment data. In the area of chronic absenteeism, the district chronic absenteeism rate in 2018-2019 was 14.45%. The chronic absenteeism data for 2020-21 was 18.60% and in 2021-22, the rate was 22.75%. This increased absence has contributed to lost instructional time for students within the district. To show this, the district ELA scores on the Kansas Assessment Program in 2018-19 had 40.7% of our students in category 3 and 4, this number was reduced in 2020-21 to 36.4% and 32.1% in 2021-22. This illustrates an 8.6% decrease in student achievement in ELA. In the area of mathematics, the district-wide scores on the Kansas Assessment Program in 2018-19 had 34.3% of our students in category 3 and 4, this number was reduced in 2020-21 to 27.6% and 31.8% in 2021-22. This illustrates a 2.5% decrease in student achievement in mathematics.

The special education subgroup saw an increase in academic achievement in ELA (3.6% growth) and a very slight decrease (0.6% decline) in mathematics during the pandemic, so I would not say that there was a disproportionate impact on special education students in our district when looking at Kansas Assessment data for students scoring in levels 3 and 4.

The students on free or reduced lunch in our district have seen 8.2% decrease in ELA achievement, which is a smaller decline than the general population within the district. This subgroup showed a 2.8% decrease in mathematics achievement, this is slightly higher than the 2.5% decrease within the general population, but it is not large enough for me to say this is a disproportionate impact.

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

1. Provide Additional Personnel Support for Academic Interventions to help close learning gaps created by increased absences due to the COVID-19 pandemic.

1A. \$122,000 for Middle School MTSS Coordinator and Interventionist Salary (\$60,000 in 2022-23 and \$62,000 in 2023-24 school year) we also used ESSER II funds (\$58,209) to support this added position in 2021-22. We previously did not have any MTSS coordinator or interventionist positions in our 5th -8th grade middle school.

1B. Supporting Research:

Shinn, M. R., Windram, H. S., & Bollman, K. A. (2016). Implementing response to intervention in secondary schools. In *Handbook of response to intervention* (pp. 563-586). Springer, Boston, MA.

Fien, H., Nelson, N. J., Smolkowski, K., Kosty, D., Pilger, M., Baker, S. K., & Smith, J. L. M. (2021). A conceptual replication study of the Enhanced Core Reading Instruction MTSS-reading model. *Exceptional Children*, 87(3), 265-288.

2. Provide Additional Instructional Support Materials for Academic Interventions to help close learning gaps created by increased absences due to the COVID-19 pandemic.

2A. \$25,125 for DreamBox online mathematics intervention subscription (\$11,500 in 2021-22 and \$13,625 in 2022-23) We also used SPARK funds to implement this during the 2019-20 and 2020-21 school years.

2B. Supporting Research:

Cheung, A. C., & Slavin, R. E. (2011). The effectiveness of educational technology applications for enhancing mathematics achievement in K-12 classrooms: A meta-analysis. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education. <https://eric.ed.gov/?id=ED527573>

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

<https://eric.ed.gov/?id=ED504995>

Wang, H., & Woodworth, K. (2011). Evaluation of Rocketship Education's use of DreamBox Learning's online mathematics program. Center for Education Policy.

3. Provide Summer Learning Programs within the district to provide additional supports for students to continue closing the learning loss created by the pandemic during the summer months.

3A. \$90,000 for Summer Learning Programs (interventions, credit recovery, and enrichment) - (\$45,000 in summer 2023, and \$45,000 in summer 2024)

3B. Supporting Research:

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

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/jsd-december-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-boost-childrens-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-report-keeping-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

This amount of set-aside expenses adds up to \$237,125, which exceeds the required amount of \$200,757.80

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

Considering the response from our local community on our survey that was distributed in November and December of 2021 to improve ventilation and air filtration, the USD #337 Royal Valley Board of Education voted to move forward with an investment of \$383,030 toward an HVAC project that will impact students at the Royal Valley Middle School campus. The Board also completed a similar project at Royal Valley Elementary School using local Capital Outlay dollars. This update will improve indoor air quality by removing equipment with little or no fresh air capabilities and replacing them with a new system that will allow for us to control the fresh air in each space which in turn will create a healthier learning environment.

Employee retention continues to be a challenge for our COVID impacted world. This plan includes \$300,000 budgeted towards retention/incentive premium pay. \$143,000 will be paid out in 2022-23 and \$157,000 will be paid out in 2023-24. This will provide incentive for our current employees to remain in the district and stay throughout the remainder of the pandemic recovery as we educate students in-person in a COVID impacted place of employment.

Reducing class size for our current 3rd grade class, which is abnormally large compared to all other grade levels, has been a priority to help increase social distancing capabilities in this grade level. We added a 5th section to this grade level when we returned from the pandemic shutdown and we plan to use \$44,000 of the ESSER III dollars to fund this position for the 2023-24 school year. ESSER II has funded the position previously.

Allowing online accessibility for students and parents has been a need of the district to work through the pandemic. We have been purchasing Zoom subscriptions since we came back from the pandemic shut down and we plan to use \$3,600 of the ESSER III dollars to pay for the subscription for the 2023-24 school year. We have also been purchasing BlueInk for collection of digital signatures to reduce the amount of people in our buildings during the pandemic. We plan to use \$2,600 to pay for the subscription for the 2023-24 school year.

Intervention programs have been essential in helping students make gains in reading and math after increased absences and mandated shut downs of schools in Kansas. We plan to use \$13,625 of the ESSER III dollars to pay for our DreamBox subscription for the 2023-24 school year, \$3,100 to pay for our Language Live subscription for 2022-23, and \$3,094 for the Language Live subscription for 2023-24.

For our high school students, we have seen an increase in the number of failed courses due to increased absences and illness from the COVID pandemic. The district plans to spend \$9,000 to pay for our subscription to Edgenuity, which allows for credit recovery in an online platform for our students to stay on track for graduation.

Lastly, our district has been providing additional mental health supports for all staff throughout the pandemic as the stress of teaching in-person and remotely has created staff fatigue. The district implemented an employee assistance program which provides up to 6 counseling sessions per event in their life to help them navigate the COVID pandemic stressors. The district plans to use ESSER III dollars in the amount of \$2,645 to continue support of this program through the 2023-24 school year.

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

It has been our goal to ensure that our ESSER plan included input and collaboration from all key stakeholders within our community. We have utilized both qualitative and quantitative data to make informed decisions that will meet the needs of our community with a focus on all of our students including any diverse demographic groups that may have been impacted disproportionately. As we move forward we will continue to collaborate with all of our stakeholders and we will utilize our data to determine the evolving needs of our district. This data analysis will ensure that we are monitoring the implementation of the interventions that we will put in place as a result of our ESSER funds. As a district we will continue to monitor our state assessment data, local assessment data, chronic absenteeism data, and other relevant data to make sure we are progressing to close the gap. This ongoing communication will ensure that we are monitoring the impact and implementation of our interventions. We will also continue to utilize these collaborative conversations to inform our decision making throughout the pandemic and beyond.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,003,779	\$0	\$1,003,779	ESSER III Allocations	\$200,756
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,003,779	\$0	\$1,003,779	Amount Still Needed	\$200,756
In Review Total	\$1,003,779	\$0	\$1,003,779	In Review Total	\$250,750
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
337-3-0001	Direct	True	1000	110	12	\$122,000	Task Force Review
337-3-0002	Direct	True	1000	644	12	\$38,750	Task Force Review
337-3-0003	Direct	True	1000	110	11A	\$90,000	Task Force Review
337-3-0004	Direct	False	1000	110	16	\$301,954	Task Force Review
337-3-0005	Direct	False	4700	450	14	\$383,030	Task Force Review
337-3-0006	Direct	False	1000	110	15	\$44,000	Task Force Review
337-3-0007	Direct	False	1000	653	15	\$3,600	Task Force Review
337-3-0008	Direct	False	2300	600	15	\$2,600	Task Force Review
337-3-0009	Direct	False	2300	300	10	\$2,645	Task Force Review
337-3-0010	Direct	False	1000	644	12	\$9,000	Task Force Review
337-3-0011	Direct	False	1000	644	12	\$6,200	Task Force Review

Line Item Details

Line Item ID: 337-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Teacher Salary

Account Number

13200

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 have added an MTSS Coordinator position to Royal Valley Middle School and part-time at Royal Valley High School to begin reading and math interventions in these buildings. Having tier 2 and tier 3 interventions for students of all subgroups that have shown reduction in growth on local assessments will help close gaps created by decreased attendance due to quarantines and isolation, as well as mandated governmental shutdowns. At the middle school and high school, this position oversees the school reading and math data to help create MTSS groupings, conduct screening assessments, and identify interventions for other staff to implement. At the middle school only, this position also works as an interventionist for 5-8 reading.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$60,000
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Budgeted Expenditures in SFY 2024	\$62,000
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Total Expenditures	\$122,000
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Status

Task Force Review

Line Item ID: 337-3-0002

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

Online Learning Subscriptions

Account Number

86200

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 district has put an online math intervention program in place to help close achievement gaps created by decreased attendance due to COVID-19 quarantines and isolations as well as mandated government shutdowns. We have seen good growth using this program so far and this request will fund it through the 2023-24 school year. This program is used to differentiate instruction and curriculum for students during our math MTSS programming in grades K-8.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$11,500
Budgeted Expenditures in SFY 2023	\$13,625
Budgeted Expenditures in SFY 2024	\$13,625
Total Expenditures	<u>\$38,750</u>

Status

Task Force Review

Line Item ID: 337-3-0003

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 Costs

Account Number

13130

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 expense is to cover teacher salary during summer school programming targeted at credit recovery, skill deficits and enrichment for students in grades K-12. It will also include transportation costs, paraprofessional pay costs, as well as any summer school supplies that may need to be purchased for successful program implementation. This summer learning programming was important to our community on how to spend our ESSER III funds and it will allow for extended time for teachers to implement interventions to close skill gaps created by decreased attendance and mandated government shutdowns in response to the COVID-19 pandemic. We plan to run this program for 3 weeks during the summer of 2023 and the summer of 2024.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$45,000
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Budgeted Expenditures in SFY 2024	\$45,000
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Total Expenditures	<u>\$90,000</u>
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Status

Task Force Review

Line Item ID: 337-3-0004

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

Employee Incentive Pay

Account Number

13200

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a \$1000 premium pay retention/recruitment incentive for 143 staff members that will be paid in November 2022. In addition, another retention/recruitment incentive will be to provide a \$1000 retention/recruitment incentive for 157 staff members in November 2023-24.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$143,000
Budgeted Expenditures in SFY 2024	\$158,954
Total Expenditures	<u>\$301,954</u>

Status

Task Force Review

Line Item ID: 337-3-0005

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

HVAC Reimbursement

Account Number

36200

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

The district has implemented an HVAC upgrade project to Royal Valley Middle School to improve indoor air quality in 12 classrooms. The project removed old HVAC equipment that had little to no outside fresh air capabilities and installed new equipment that will allow us to regulate the amount of outside air entering these classrooms. This has created a healthier learning environment for students and staff. None of these funds were used to pay for any architect fees or for assistance with awarding of bids. All federal requirements were followed, including pre-authorization from KSDE, Davis-Bacon wages, etc for the entirety of the project. Due to the installation of this equipment, we are hoping to reduce transmission of the COVID virus through increased air circulation to replace air inside the classrooms.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$383,030
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$383,030</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

Line Item ID: 337-3-0006

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

Teacher Salary (Extra Position)

Account Number

13200

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

USD 337 plans to offer a 5th section for 4th grade as we did in first grade during the 2020-21 school year, 2nd grade during the 2022-22 school year and 3rd grade during the 2022-23 school year to allow for additional social distancing in the classroom as recommended by the KDHE, KSDE, and the CDC. There will be 92 students compared to our typical class of 65 students in the second grade during the 2023-24 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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$44,000
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Total Expenditures	<u>\$44,000</u>
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Status

Task Force Review

Line Item ID: 337-3-0007

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

Online Subscriptions Technology

Account Number

86240

Function Code

1000 - Instruction

Object Code

653 - Software

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

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. This expense will be to continue this subscription through the 2023-24 school year.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$3,600
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Total Expenditures	\$3,600
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Status

Task Force Review

Line Item ID: 337-3-0008

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

Online Subscriptions Technology

Account Number

17530

Function Code

2300 - Support Services (General Administration)

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

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. This expense for ESSER III is specifically to continue this subscription through the 23-24 school year.

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

Status

Task Force Review

Line Item ID: 337-3-0009

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

EAP Fees

Account Number

16750

Function Code

2300 - Support Services (General Administration)

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

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 2023-24 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$2,645
Total Expenditures	<u>\$2,645</u>

Status

Task Force Review

Line Item ID: 337-3-0010

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

Online Subscriptions Curriculum

Account Number

86240

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 high school purchased an online program to help with credit recovery for students that are at-risk for graduation due to course failure created by COVID related absences from quarantines and isolations. The pandemic has increased the number of students failing courses in our schools. The Edgenuity program is taught in a blended learning model with a high school teacher and the online program. Students work independently on the Edgenuity course with the support of a high school teacher to recover credit for any courses failed in a previous semester.

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

Status

Task Force Review

Line Item ID: 337-3-0011

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

Online Subscriptions (interventions)

Account Number

86240

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 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 due to increased absences and mandated government shutdowns. 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,100
Budgeted Expenditures in SFY 2024	\$3,100
Total Expenditures	<u>\$6,200</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0404

Status

Task Force Review

KSDE Application Comments

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

Current Directory Information

District

Riverton

Address

6860 SE Highway 66, Riverton, KS
667700290

Mail Address

Box 290, Riverton, KS 667700290

Superintendent Name

Todd Berry

Superintendent E-mail Address

tberry@usd404.org

Superintendent Phone Number

(620) 848-3386

Authorized Representative of the District Information

Name

Todd Berry

Position of Title

Superintendent

E-mail Address

tberry@usd404.org

Phone Number

(620) 848-3386

Other District Representative 1 - Name

Susie Nowlin

Other District Representative 1 - E-mail Address

snowlin@usd404.org

Other District Representative 2 - Name

Other District Representative 2 - E-mail Address

Plan for Safe Return

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

<https://www.usd404.org/cms/lib/KS01001120/Centricity/Domain/14/USD%20404%20Exposure%20Mitigation%20and%20Re-Entry%20Plan%202022-2023%20Ver2.0%20-07072022.pdf>

Use of Funds for CDC Guidance

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

Our school district has relied on the Cherokee County Health Department and Community Health Clinics of Southeast Kansas as our guide for making COVID mitigation decisions. Throughout the pandemic, USD 404 has made changes to our procedures as new guidance has become available (i.e., KDHE, CDC, and local officials).

We will continue to follow the guidance of health officials and modify the implementation of COVID-related protocols as COVID continues to evolve. We will continue our COVID "Testing to Stay and Learn" program for staff and students. This program allows us to identify individuals who may be COVID positive and helps keep students/staff in school who may have otherwise been quarantined. To keep this practice in place, we plan to retain the services of our testing team utilizing grant funding provided by KDHE. The school district will continue to maintain PPE (masks, hand sanitizer, food service equipment that will allow for social distancing, shields, etc.) inventory and continue to provide options/products for proper social distancing as appropriate.

We also plan to continue employing a part-time school therapist and nurse's aide. The school based therapist assists the school district in addressing social emotional / and mental health concerns. The nurse's aide position was added during the 2021-22 school year as a resource to deal with COVID cases and student health 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

In developing our ESSER plan, we conducted a survey of middle and high school students. 350 students were asked to participate in the survey as part of their teacher advisory period with the link to the survey being disseminated via student email accounts. Approximately 25% (86) elected to participate in the survey. Survey results indicate that the following considerations would be of greatest benefit to students in addressing learning loss due to the impact of Covid:

Expanded social and emotional / mental health services (46.5% of respondents);
The need for added instructional materials/resources such as software, textbooks, curriculum (32.6%);
Additional maintenance, repair, and replacement of systems to improve indoor air quality (26.7% of respondents);
Other activities to maintain operations (25.6% of respondents)

Our ESSER plan will take advantage of these suggestions in an effort to best address the needs of our students.

Families

We conducted parent and community surveys to solicit feedback and to identify those considerations that should be prioritized when attempting to address learning loss due to Covid. The link for the survey was disseminated to parents and community members via the school district website, direct e-mail messaging, and social media posts. Eighty-six (86) families elected to respond the the survey. A review of the results from the parent survey identified the following priorities:

The need for replacement of aging HVAC equipment / systems to improve indoor air quality (47.7% of respondents);
The need for added instructional materials/resources such as software, textbooks, curriculum (43.0% of respondents);
Added personnel to support/maintain smaller class size and academic interventions (40.7% of respondents);
Extended learning opportunities and/or supports for students who have suffered learning loss due to Covid (39.5% of respondents);
Expanded social and emotional / mental health services (37.2% of respondents);

Clearly, parents elected to select more items as priorities. That said, many of these items correspond with items identified by other groups and it will be our intention to address as many of these as we can with our ESSER plan.

School and District Administrators including Special Education Administration

Our school district only employs one district-level administrator and he has been involved in the collection of data from various stakeholder groups. This data has been reviewed and utilized in the identification of district needs.

The SEK Interlocal collaborates with member school districts to provide special education and other related services to identified students. The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and the community.

In consultation with the SEK Interlocal, the LEA and cooperative have identified the following needs/challenges as a result of the pandemic:

School closures and remote instruction resulted in learning loss for some students, especially those who require additional academic support, benefit from peer modeling, or whose instruction requires some level of differentiation.

Disruptions in access to structured educational environments and behavioral supports has increased the need for social emotional support for many students.

Considerations for addressing the above listed challenges might include the following:

Expanded/extended learning opportunities such as after-school or summer school programming to provide enrichment opportunities for students.

Added personnel to expand access to improved individualized learning. Accomplishing this may involve the need to address the compensation levels of support staff to address shortages.

Resources to support students and families experiencing social-emotional/social behavioral issues. This could include access to school-wide supports.

Access to best practices with respect to health and wellness and improvements to indoor air quality.

Please note that these suggestions play a prominent role in our ESSER plan.

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

In a similar fashion to the manner in which we sought feedback from both students and parent/community members, staff members were surveyed and again asked to identify those considerations that should be prioritized when attempting to address learning loss due to Covid. Staff surveyed include teachers, building level administrators, classroom aides, and members of the teacher's bargaining unit. A review of this feedback identified the following staff priorities:

The need for added instructional materials/resources such as software, textbooks, curriculum (60.7% of respondents);

Added personnel to support/maintain smaller class size and academic interventions (50.0% of respondents);

The need for replacement of aging HVAC equipment / systems to improve indoor air quality (50% of respondents);

The need for added behavior supports and intervention. This could also include the need for added social-emotional supports (44.6% of respondents);

Extended learning opportunities and/or supports for students who have suffered learning loss due to Covid (41.1% of respondents)

In addition to above mentioned items, there is universal concern for the school district's ability to maintain highly qualified instructional and support staff. As a result, there is wide-spread support among all groups for premium retention payments to maintain operations of the school.

Our ESSER plan will take advantage of these suggestions in an effort to best address the needs of our students.

Tribes

In a review of the student information system, we have identified 36 students who self-report as members of a tribe. Survey results of students, parents, and staff indicate that the following considerations would be of greatest benefit in addressing learning loss due to the impact of Covid:

The purchase of additional instructional materials, resources, and curriculum to address areas of need and learning loss (43% of respondents);

Additional maintenance, repair, and replacement of systems to improve indoor air quality (40% of respondents);

Retention and addition of adequate personnel to support optimal class sizes and to provide for needed academic interventions (34% of respondents);

Expanded social and emotional / mental health services (42% of respondents);

Extended learning opportunities to include after-school tutoring and summer school (28% of respondents).

While focus group discussions with students and parents who self-report as Native American support the findings above, a supportive measure emphasized is adequate training for school leaders, counselors, and teachers to properly address both learning loss and mental health challenges created by the Covid pandemic.

Considering the fact that the southeastern boundary of the USD 404 school district encompasses land that the United States Government has placed in Trust on behalf of the Quapaw Tribe of Oklahoma, representatives of the school district reached out to consult with a director of educational outreach and higher education for the Tribe. Suggestions gleaned from this consultation should be beneficial in providing a positive impact on Native American students who attend our schools.

Suggestions included the following:

Extended learning opportunities to include both after-school tutoring and extended school year (summer school) options for group and on-to-one learning and tutoring. This could include, but not be limited to added instruction in math, reading, writing, and science.

Social emotional / trauma informed support, such as access to added counseling and/or school based therapy.

Continued improvement to Individual Plans of Study to meet the social, academic, and emotional needs of students.

Participation in the Quapaw Nation's Annual Inter-Tribal Competitive Steam Fair (K-12)

Our ESSER plan will take advantage of these suggestions in an effort to best address the needs of our students.

Civil Rights Organization including Disability Rights Organizations

We reached out to the civil rights Disability Rights Center of Kansas to seek feedback regarding suggestions to best meet the needs of our students. 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. The DRC of Kansas is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. They are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. We received responses from Disability Rights Center of Kansas and they offered the following suggestions:

Disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

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

To seek input from parents/guardians and representatives for students with disabilities, English language learners, in foster care and other underserved students, the superintendent and/or his representative made personal contact or sent a direct email explaining the ESSER III application. As part of this correspondence, individuals were asked to participate in a survey in order to provide additional input.

Representatives for children with disabilities, including personnel and parent/guardians of students who are served by the Interlocal 637 Special Education Cooperative that serves students in our school district. Feedback from this group returned the following priorities:

Additional personnel and support for academic intervention. This may include, but not be limited to, improved rates of pay and/or premium pay to attract and retain staff in hard to fill positions.

Additional instructional materials and resources

Extended learning opportunities

We also contacted the Kansas Council on Developmental Disabilities (KCDD), and set up a Zoom meeting. Working in collaboration with them, we came up with a few ideas that we believe will be beneficial for our students with developmental disabilities. In addition to extended learning opportunities such as after-school and summer school, we plan to offer our students a Transitional Fair to assist students with finding employment. We also plan to develop a pamphlet that can be provided at IEP meetings that will provide parents and students with information on available community resources as appropriate.

With respect to English Language Learners, we solicited input from parents/guardians of students as well as the students who are identified as English Language Learners via both personal contact and email. Self and representatives for children who are identified as an English Language Learners (ESOL) identified the following priorities:

Extended learning opportunities such as after-school and summer school programming

Additional personnel and support for academic intervention

Expanded school health office personnel and hours for health, safety, and support of the student body

To address concerns related to students who find themselves in foster care, we again solicited input via both personal contact and email from parents/guardians and representatives. A summary breakdown of their feedback identified the following priorities:

Extended learning opportunities such as after-school and summer school programming

Expanded social and emotional / mental health supports

Additional maintenance, repair, and replacement of systems to improve indoor air quality.

Feedback from students and representatives of students who self-report as "Black or African American" mirrors the priorities identified by the student group as a whole.

Expanded social and emotional support

The need for added instructional materials and resources such as software, textbooks, and curriculum

Additional maintenance, repair, and replacement of systems to improve indoor air quality

We reached out to both the NAACP of Joplin, MO and the Kansas NAACP to seek their feedback on ways we can best use ESSER funds to address the learning needs of minority or underserved students. Neither group elected to respond to our request.

A review of data within our student information system indicates that we do not have any students who qualify as homeless, migrant, or incarcerated.

The administrative team feels it is important to prioritize activities that can be utilized to address the unique needs of low-income children, children with disabilities, racial and ethnic minorities, students in foster care, and students experiencing homelessness. With this in mind, and in reviewing the data listed above, we will prioritize extended learning opportunities, SEL and behavioral supports, and personnel and resources in our plan to address learning loss due to COVID.

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

We solicited input from our community in several ways. Feedback was provided by building and district level site councils and we also conducted an online community survey to solicit feedback on how ESSER funds should be utilized. Survey results are aligned with our planned expenditures. Respondents were asked to identify priority areas that the school district should consider for investing ESSER monies in order to meet the unique challenges caused by the pandemic. The following were their chosen priorities:

School facility repairs and improvements to enable the safe operation of schools and to reduce the risk of transmission. This includes, but would not be limited to additional maintenance, repair, and replacement of systems to improve indoor air quality such as HVAC systems. (47.7% of respondents)

Added instructional materials and resources, such as software, textbooks, and curriculum. (43.0% of respondents)

Retention and addition of adequate personnel to support optimal class sizes and to provide for needed academic interventions. (40.7% of respondents)

Extended learning opportunities such as summer school and after-school tutoring (39.5% of respondents)

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 loss of learning time has likely had the greatest impact on our school district, especially for students at the lower grade levels. When the Governor made the decision to close schools during the 2019-2020 school year, we lost the last nine weeks of instruction. Many students were left to complete school work on their own or under the supervision of an older sibling, many of whom were in school themselves. While older students seemed to adapt relatively well to the sudden change in their education, younger students were challenged by the change in delivery of instruction. In an effort to address some of the challenges of our most vulnerable students and to meet the needs of special populations we offered summer school during the summer of 2020.

Onsite learning has been a priority for our community during the 2020-2021 and 2021-2022 school years. While we have been successful in our efforts to keep school buildings open, we have experienced a number of individual and small group quarantines that have had an impact on students both academically and emotionally. Our school district traditionally boasts pretty high attendance rates and while we have done well in this area, students who have experienced quarantines or extended absences have expressed great frustration with being held out of school away from their teachers and peers. Survey results indicate that they have suffered an emotional toll during this time. In fact, 46.5% of students report the need for more social, emotional and mental health services. Other indicators of challenges with respect to social emotional learning and the well-being of our students include counselor reported increases in the number of individual , group, and family counseling sessions/interventions and an increase in suicide ideation and referrals for hospitalization.

As previously mentioned, it seems our youngest students have been most impacted academically by the Covid-19 Pandemic. Especially those students who were in first, second, and third grade during the 2019-2020 school year. As the academic demands increase at our upper elementary grades, the loss of the normal school experience during their earlier years when critical skills are acquired continues to have a negative impact on student success. MTSS data suggests that a higher percentage (12%-19%) of these students now require targeted or intensive interventions. While the impact on ELA cannot be overlooked, state assessment data further suggests that mathematics has been most impacted at the lower grade levels. As students progress through middle school and into high school we are being successful in addressing most of the academic needs utilizing after-school, summer school, MTSS, and other evidence based strategies.

We have not seen a disproportionate impact on special populations and believe that the programs we have put in place will effectively address the needs of these 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)

ESSER funds have been tremendously valuable in helping to support our efforts to meet the needs of our students and to address learning loss as a result of the pandemic. These funds will allow us to continue the implementation of both afterschool and summer school programs for our elementary students who have been most impacted by lost instructional time in the Spring of 2020. Further, the funds will provide the ability for us to provide afterschool homework and tutoring assistance at the secondary level. These programs are being aligned with MTSS programs to give assistance on those skills they are missing while using an evidence based best practice. To assist classroom teachers to identify student academic weaknesses, the school district has implemented the use of FastBridge testing throughout the school district. Previous to this, our schools used a variety of testing platforms. The ability to switch all schools to the FastBridge platform provides consistency, a common language, and the ability to implement an MTSS program at the high school level; something we were missing.

Added curriculum and materials have been purchased to provide additional classroom resources and to supplement curriculum and MTSS programming throughout the school district. Examples include Heggerty Phonemic Awareness at the elementary and Amplify at the middle school. These curricular resources meet the state guidelines for structured literacy instruction and are evidence based to address the science of reading.

With respect to staffing, ESSER III funds will provide the district the ability to maintain optimal student to teacher ratios and reduce class size by employing added staff at both the elementary and high school level. In addition to a classroom teacher, the elementary school has been afforded the opportunity to hire an additional Title math para to enhance our ability to address learning loss in the area of mathematics and to assist with small group interventions as part of the elementary MTSS program.

To address social emotional learning and well-being, ESSER funding will provide us the opportunity to increase our collaborative efforts with the community health center to address suicide prevention, maintain an onsite licensed professional therapist to meet trauma induced needs, and to implement the mySAEBERS component of FastBridge to address social-emotional behaviors and to monitor social emotional health and well-being of our students. Likewise, ESSER III funds will provide the school district the ability to provide access to the Employee Assistance Program in partnership with Greenbush.

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Announcements-Special-Education-and-Title-Services/Best-Practices>

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf

<https://ies.ed.gov/ncee/wwc>

<https://eric.ed.gov/>

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

The school district will continue with programs that were established with earlier funds. In some cases, we will utilize resources to hire or retain staff to address class size and to improve access to instructional opportunities for our most at-risk students and to provide for better social distancing. We will also consider the possibility of securing additional math curriculum as data indicates this as an area of need.

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 district uses a number of strategies to measure the implementation of interventions. Most recently, we have added FastBridge as a new tool to assess students for learning loss and social-emotional needs. Information gathered from this assessment will supplement data from other sources such as state assessment scores, teacher observation, and surveys to identify local needs.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,082,253	\$0	\$1,082,253	ESSER III Allocations	\$216,451
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,082,253	\$0	\$1,082,253	Amount Still Needed	\$216,451
In Review Total	\$569,404	\$0	\$569,404	In Review Total	\$186,534
Amount Left	\$512,849	\$0	\$512,849	Amount Still Needed	\$29,917

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
404-3-0001	Direct	True	1000	110	11A	\$29,000	Task Force Review
404-3-0002	Direct	True	1000	110	11B	\$123,000	Task Force Review
404-3-0003	Direct	True	1000	120	12	\$21,500	Task Force Review
404-3-0004	Direct	False	1000	110	16	\$238,750	Task Force Review
404-3-0005	Direct	False	1000	110	16	\$122,000	Task Force Review
404-3-0007	Direct	True	1000	650	9	\$13,034	Task Force Review
404-3-0008	Direct	False	1000	600	12	\$10,000	Task Force Review
404-3-0009	Direct	False	1000	320	11A	\$6,500	Task Force Review
404-3-0010	Direct	False	2600	300	10	\$2,350	Task Force Review
404-3-0012	Direct	False	1000	200	10	\$3,270	Task Force Review

Line Item Details

Line Item ID: 404-3-0001

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 Salaries - Certified

Account Number

77 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

The return to regular school operations made evident to teachers and administrators that an alarming number of students were performing below grade level in mathematics and reading. A review of state assessment data demonstrates that the COVID-19 pandemic has had a negative impact on the percentage of students scoring in the bottom category on both the ELA (reading) and mathematics assessments. This is especially true at earlier grade levels and within cohort groups. Most recently we have experienced a 3% increase in the percentage of Free and Reduced Students scoring in the bottom category on reading and a 9.5% percent increase in mathematics. Students with disabilities have demonstrated similar difficulties with a 6% increase scoring in the bottom category on reading and 15% increase on math. Data for African American and Hispanic Students is not reported due to very low populations. Further, teachers and building level administrators have expressed concern regarding the social and emotional health of our students due to frequent absenteeism and occasional quarantines that have resulted in extended time away from peers.

To address this COVID-19 related learning loss, we are planning to offer students an extended learning opportunity throughout the month of June 2023 and, if proceeds allow, June 2024. The summer school program will target Tier II and Tier III students and those students most impacted by learning loss due to pandemic related quarantines/absences using assessment related data (Dibel scores, Star, FastBridge), classroom performance, and teacher recommendation. Many of the students served are students from low income families who may lack many of the at home supports to which their more economically advantaged peers have access. Lessons and activities will be designed to address the individual needs of students in reading and math in small groups while targeting social emotional learning of larger groups. It is anticipated that we will serve approximately 40 students through the summer school program who will meet Monday-Thursday from 8:00-noon for 4 weeks.

Extended learning opportunities such as summer school, after-school programs, and tutoring services were supported by 39.5% of families, 41.1% of staff members, and 28% of tribal members as priority strategies to address learning loss due to COVID-19.

5 certified staff at \$24 per hour x 80 hours 16 hours of instruction and 4 hours of plan per week.

2 non-certified aids at \$14.08/hour x 64 hours

2 bus drivers at \$21 per hours for 32 hours; 2 hours per day, for 4 weeks.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,500
Budgeted Expenditures in SFY 2024	\$14,500
Total Expenditures	<u>\$29,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III Salaries - Certified

Account Number

77 1000 110

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

The return to regular school operations made evident to teachers and administrators that an alarming number of students were performing below grade level in mathematics and reading. A review of state assessment data demonstrates that the COVID-19 pandemic has had a negative impact on the percentage of students scoring in the bottom category on both the ELA (reading) and mathematics assessments. This is especially true at earlier grade levels and within cohort groups. Most recently we have experienced a 3% increase in the percentage of Free and Reduced Students scoring in the bottom category on reading and a 9.5% percent increase in mathematics. Students with disabilities have demonstrated similar difficulties with a 6% increase scoring in the bottom category on reading and 15% increase on math. Data for African American and Hispanic Students is not reported due to very low populations. Further, teachers and building level administrators have expressed concern regarding the social and emotional health of our students due to frequent absenteeism and occasional quarantines that have resulted in extended time away from peers.

The after-school program targets those students most impacted by learning loss due to the pandemic using assessment related data (Dibel scores, Star, FastBridge), classroom performance, and teacher recommendation. Many of the students served are students from low income families who may lack many of the at home supports to which their more economically advantaged peers have access. Lessons and activities will be designed to address the individual needs of students in reading and math in small groups while targeting social emotional learning of larger groups. It is anticipated that we will serve approximately 50-60 students through the after school program.

It is important to note that a review of community feedback demonstrates that extended learning opportunities such as summer school, after-school programs, and tutoring services are supported by 39.5% of families, 41.1% of staff members, and 28% of tribal members as priority strategies to address learning loss due to COVID-19.

5 staff at \$24/hour x 240 hours;

4 non-certified aids at \$24.08/hour x 240 hours (aids are earning time and a half dur to overtime)

2 drivers at \$21/hour x 120

Plus Benefits

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$61,500

Budgeted Expenditures in SFY 2024 \$61,500

Total Expenditures \$123,000

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III Salaries - Regular Non-certified Salarie

Account Number

77 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 half-day paraprofessional to work in our Title Math program to address student learning loss due to Covid. The addition of the 1/2 time title math para is of paramount importance in Riverton Elementary School's goal of helping students overcome learning loss that can be attributed to disruptions of regular school operations and attendance due to the COVID-19 Pandemic. Once we returned to regular school operations, it was evident that an increased number of students were performing below grade level in mathematics. While the addition of this position improves services to all students, it specifically targets those students who are below grade level providing greater access and allowing for 30 minutes of small group math interventions in all grades K-5. Prior to this position, small group numbers were more limited in both size and time allowed. 1 staff member @ \$13/hour x 740 hours plus benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,500
Budgeted Expenditures in SFY 2024	\$11,000
Total Expenditures	<u>\$21,500</u>

Status

Task Force Review

Line Item ID: 404-3-0004

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 Salaries - Certified

Account Number

77 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

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 \$1750 to be paid in November to all licensed and non-licensed personnel.

71 licensed teachers and administrators

54 non-licensed staff (para-professional, custodial, maintenance, bus driver, clerical, and cafeteria staff)

Total = 125 x \$1750 = \$218,750

Plus \$20,000 to account for FICA, FICM, and unemployment

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$238,750

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$238,750

Status

Task Force Review

Line Item ID: 404-3-0005

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 Salaries - Certified

Account Number

77 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

Maintain the employment of one elementary classroom teacher to sustain reduced class size, improve social distancing, and enhance our ability to meet the needs of low-income students, students with disabilities, and to address learning loss due to COVID. Salary + benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$60,000
Budgeted Expenditures in SFY 2024	\$62,000
Total Expenditures	<u>\$122,000</u>

Status

Task Force Review

Line Item ID: 404-3-0007

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 NameESSER III - Supplies - Technology
Related**Account Number**

77 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

FastBridge subscription from Illuminate Education. We will use this to collect data on students in both academic and social emotional needs and leverage that data to help staff meet the needs of students who have suffered learning loss as a result of the COVID-19 Pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,517
Budgeted Expenditures in SFY 2024	\$6,517
Total Expenditures	<u>\$13,034</u>

Status

Task Force Review

Line Item ID: 404-3-0008

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 - Supplies and Materials

Account Number

77 1000 600

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

We will be purchasing additional research based math curriculum (Reveal Math) to supplement and enhance materials used at grades 6-8 in order to address learning loss due to Covid.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,900
Budgeted Expenditures in SFY 2024	\$5,100
Total Expenditures	<u>\$10,000</u>

Status

Task Force Review

Line Item ID: 404-3-0009

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 - Professional Education Services

Account Number

77 1000 320

Function Code

1000 - Instruction

Object Code

320 - Professional-Education 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

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.

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

Status

Task Force Review

Line Item ID: 404-3-0010

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 - Purchased Professional and Technical S

Account Number

77 2600 300

Function Code

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

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

The COVID-19 pandemic illuminated the need for our Operations, Facilities, and Maintenance staff to understand and implement the latest methods and techniques to ensure and preserve safety for all students and staff through our cleaning practices and our environmental compliance and improvement protocols, such as air quality, ventilation, CO2 saturation, and more. To accomplish this, our staff need access to relevant and timely professional development, training, and assistance that is available through a regional consortium. Therefore, as new and important information and practices become available through research and product development, we want our staff to receive this information and training as soon as possible.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,350
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,350</u>

Status

Task Force Review

Line Item ID: 404-3-0012

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 - Employee Support Benefit

Account Number

77 1000 200

Function Code

1000 - Instruction

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

The COVID 19 Pandemic illuminated the need for our school district to improve our preparedness and response to the social-emotional and mental health needs of our staff. As such, we will partner with Greenbush to provide services and support for all staff through an Employee Assistance Program (EAP). This program is provided at no cost to the employee as the school district will utilize ESSER relief funds to cover the expenses.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,610
Budgeted Expenditures in SFY 2024	\$1,660
Total Expenditures	<u>\$3,270</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0407

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>
Russell County	802 N Main St, Russell, KS 676651966	802 N Main St, Russell, KS 676651966
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Clark Coco	ccoco@usd407.org	(785) 483-2173

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Clark Coco	Superintendent	ccoco@usd407.org	(785) 483-2173
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Angie McKenna		amckenna@usd407.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://5il.co/uee8>

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?

Clean indoor air quality is a major focus of ESSER III funding. USD 407 is committing 65% of the ESSER III funding to improve the IAQ at Simpson Elementary School where our most susceptible student population resides (3 YO- 1st grade). This is a direct mitigation and prevention measure to impact families, students, and staff throughout the community.

Stakeholder Engagement

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

Students

A survey via google forms was sent out to district parents, staff and students to complete related to the use of ESSER funds. Of the 422 responses, 190 or 45% came from students. Students want the ESSER funds spent on HVAC which includes air conditioning, improves air quality, and improves attendance. The learning environment is enhanced and better suited to learn and will help with behavioral issues due to the heat in the classrooms. Illness numbers will decrease due to better ventilation and improved air quality. Other priorities included: Additional support for instruction to make up for learning loss and social emotional and mental health supports to deal with the negative ramifications of COVID.

Families

Stakeholder engagement was gathered via parent-teacher conferences during the February opportunity gathering. Site Councils at each building also collected ideas for ESSER III thoughts. The district has site councils at the elementary, middle and high school levels that meet quarterly. Each council has 15-20 members that represent parents, teachers, and community members. 75% of each site council are parents in the district. COVID procedures and facility concerns were discussed at each building. Information related to ESSER funding was gathered by site council meetings and information was shared via word of mouth, social media, email, and our website. Parents voiced concerned at winter elementary site council meeting about the high levels of sickness and air quality at our buildings. Board of Education as elected representatives brought insight to the table from a greater public to be considered. We have worked with our families in developing our ESSER support plan. The COVID Initiative Group was formed with the return to regular school in Fall 2020 and it included 2 board members as well as parents, administrators, County Health Nurse, and community members. Twenty people were regularly invited to meetings that were held every 2 weeks. We have conducted parent/community surveys and have also engaged our building and district leadership team. Of the 422 survey responses, 166 or 39.3% were parents. Through this survey, it was clear that parents are most interested in seeing the following items show up in our ESSER plan: building Improvements to include HVAC, Social Emotional Curriculum, and initiatives to reduce Learning Loss.

School and District Administrators including Special Education Administration

School leaders were instrumental in the guidance of ESSER III funding. At weekly leadership team meetings ESSER spending and ideas to impact the return to school, the loss of learning, the social-emotional needs, and the continued hard work to keep everyone safe was the main prerogative.

USD 407 hosts independently provided special education services, so the special education director was always present in the conversations. The leadership in special education as well as the building leaders recommended the planning to the board based on knowledge, review, site council, student input, and overall well-being for all in buildings.

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

Staff members were regularly asked for feedback regarding the safety of their classrooms, hallways, and events. All staff, including custodians and the kitchen, gathered for feedback both in person and by electronic means. New equipment, cleaning materials, ways to serve lunches, grab-n-go options, and general scheduling were all taken into account for ESSER planning and educational health. RCNEA had input regarding the retention stipends for licensed staff due to the added stress and workload due to COVID.

Tribes

In a review of our student information system, we identified 20 students who reported as members of a tribe. This totals less than 2.5% of our student population. 9 of the 20 students responded to our survey with feedback related to Esser Funds. They indicated the following strategies would be of the greatest benefit to them: building improvements to include HVAC, Social Emotional Curriculum, and initiatives to reduce Learning Loss.

Civil Rights Organization including Disability Rights Organizations

We reached out to the ACLU in our state with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

<https://forms.gle/vx4Xkz6GWhkAKHMWA>

We received a response via email directing us to their website but they declined to complete the survey.

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 407 administrators meet with the following groups to provide consultation regarding the ESSER III plan and spending priorities:

Children with Disabilities-Met with parents of students with IEPs at the district Site Council. 12 of parents were in attendance and the primary needs identified are building improvements to include HVAC and learning loss.

English Language Learners-the district has 5 students identified as English language learners and a survey was sent. No one responded to the request. Learning loss was brought up to building administrators.

Children experiencing homelessness-Parents were represented at the district site council meeting and consultation with the school counselors. Primary needs identified were learning loss and social emotional curriculum.

Children in Foster care-Parents were represented at the district site council meeting and consultation with Russell County Multidisciplinary Team. The primary needs identified are learning loss and social emotional curriculum.

Migratory students-The district has zero at this time.

Children Incarcerated-The district has zero at this time.

Other underserved students-Students of poverty were represented at the District site council. The primary needs identified are learning loss and social emotional curriculum.

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

USD 407 provided a variety of consultations opportunities for the public to engage in regards to the ESSER III plan for the Russell County school district. First, the public was invited to each school board meeting from July 2020-January 2022 where ESSER funding and the district plan was discussed. These included public comments and forums for the public to express their opinions. The improvement of indoor air quality was the primary request and this was followed by learning loss. Secondly, to further get input from the public, information was presented and input sought from community meetings, such as the local Rotary club. Again, the improvement of air safety/quality was expressed as the most important need. Then the district hosted a What's Up in Russell Coffee community forum. ESSER III plans were updated and those in attendance were given an opportunity to provide feedback on how the district spends the ESSER III funds. Finally, the public was encouraged to provide input on the spending of ESSER III funds through social media, contacting the superintendent and the board of education members that are elected to represent the school district community. We received 259 comments and the primary need is indoor air quality.

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

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

Learning loss was evident in USD 407 schools due to remote learning and 1/2 days at the high school and middle school to start the 2020-2021 school year. This was evident by a decline in state and district assessment scores (increase in level one). There is an increase in IEPs with delays in speech for our primary students and a decrease in fine motor skills. As a result of remote learning, many students lacked peer interaction which increased behavioral concerns at all age levels. Responsibilities and duties have increased on our counselors in each building as we meet students needs. It has become apparent that we need to adopt social emotional curriculum at all levels. The intensity of student behaviors has increased to the level that a school resource officer is warranted. Due to COVID protocols and the use of remote learning which included IEP services (Speech, Occupational Therapy, Physical Therapy) for our students, a negative impact was seen with these students with increased delays. We have identified approximately 25% of our students are on IEPs which is an increase from previous years. USD 407 schools is experiencing a decline in enrollment but we have seen an increase in IEPs.

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 407 acknowledged learning loss and we applied and received a 21st Learning Century Grant. The grant is a 5 year \$450K and started 2021-2022 school year. This grant has allowed us to provide an enriching after school program for grades K-5. In addition to the after school program, we now offer 4 weeks of enrichment and remedial summer camps to combat the summer academic and social slide. These additional funds have created family engagement events to build relationships with parents and community members. There was an increase in the need for tutoring at the middle school level. Summer school at the high school also an increase.

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

Additional ESSER Funds will support the improvement of indoor air quality, implementation of public health protocols required for the operation of school facilities, providing mental health services and supports to students and families, and supporting additional teacher duties and retention of staff.

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

We host quarterly site council meetings with our families to gauge their perspective on our goals and initiatives. The after school program directors meet quarterly with an advisory group consisting of community members and parents to discuss the progress of the program and programming needs of our students. The district administers social emotional surveys to students three times per year. These results help us make building wide adjustments and student specific interventions. Academic needs are assessed by AIMS Web and I Ready Math three times a school year. Data is reviewed by grade level/content areas to adjust instruction and intervention supports. We have employed an additional staff member to provide social emotional and mental health services.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,399,832	\$0	\$1,399,832	ESSER III Allocations	\$279,967
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,399,832	\$0	\$1,399,832	Amount Still Needed	\$279,967
In Review Total	\$1,399,832	\$0	\$1,399,832	In Review Total	\$279,967
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
407-3-0001	Direct	False	2400	110	3	\$120,000	Task Force Review
407-3-0002	Direct	False	2400	210	3	\$14,400	Task Force Review
407-3-0003	Direct	False	2400	290	3	\$2,400	Task Force Review
407-3-0004	Direct	False	2400	222	3	\$1,688	Task Force Review
407-3-0005	Direct	False	2400	221	3	\$7,211	Task Force Review
407-3-0006	Direct	False	2400	260	3	\$118	Task Force Review
407-3-0007	Direct	True	1000	110	11A	\$8,400	Task Force Review
407-3-0008	Direct	True	1000	110	11A	\$8,400	Task Force Review
407-3-0009	Direct	True	1000	110	11A	\$3,600	Task Force Review
407-3-0010	Direct	True	1000	122	11A	\$232	Task Force Review
407-3-0011	Direct	True	1000	221	11A	\$1,000	Task Force Review
407-3-0012	Direct	True	1000	260	11A	\$16	Task Force Review
407-3-0013	Direct	False	1000	151	16	\$20,700	Task Force Review
407-3-0014	Direct	False	1000	151	16	\$16,000	Task Force Review
407-3-0015	Direct	False	1000	151	16	\$15,300	Task Force Review
407-3-0016	Direct	False	1000	151	16	\$14,100	Task Force Review
407-3-0017	Direct	False	1000	221	16	\$4,092	Task Force Review
407-3-0018	Direct	False	1000	222	16	\$957	Task Force Review
407-3-0019	Direct	False	1000	260	16	\$66	Task Force Review
407-3-0020	Direct	False	2100	110	16	\$1,600	Task Force Review
407-3-0021	Direct	False	2100	110	16	\$1,650	Task Force Review
407-3-0022	Direct	False	2100	110	16	\$2,050	Task Force Review
407-3-0023	Direct	False	2100	110	16	\$1,700	Task Force Review
407-3-0024	Direct	False	2100	221	16	\$435	Task Force Review
407-3-0025	Direct	False	2100	222	16	\$102	Task Force Review
407-3-0026	Direct	False	2100	260	16	\$7	Task Force Review
407-3-0027	Direct	False	2152	110	16	\$800	Task Force Review
407-3-0028	Direct	False	2152	221	16	\$50	Task Force Review
407-3-0029	Direct	False	2152	222	16	\$12	Task Force Review
407-3-0030	Direct	False	2152	260	16	\$1	Task Force Review

407-3-0031	Direct	True	2213	330	12	\$61,478	Task Force Review
407-3-0032	Direct	False	2213	340	10	\$35,035	Task Force Review
407-3-0033	Direct	False	2600	700	14	\$859,391	Task Force Review
407-3-0034	Direct	True	1000	110	12	\$12,232	Task Force Review
407-3-0035	Direct	True	1000	110	12	\$12,232	Task Force Review
407-3-0036	Direct	True	1000	110	12	\$81,879	Task Force Review
407-3-0037	Direct	True	1000	210	12	\$29,120	Task Force Review
407-3-0038	Direct	True	1000	290	12	\$1,744	Task Force Review
407-3-0039	Direct	True	1000	222	12	\$1,168	Task Force Review
407-3-0040	Direct	True	1000	221	12	\$4,996	Task Force Review
407-3-0041	Direct	True	1000	260	12	\$78	Task Force Review
407-3-0042	Direct	True	1000	110	11A	\$46,920	Task Force Review
407-3-0043	Direct	True	1000	222	11A	\$4,302	Task Force Review
407-3-0044	Direct	True	1000	221	11A	\$2,136	Task Force Review
407-3-0045	Direct	True	1000	260	11A	\$34	Task Force Review

Line Item Details

Line Item ID: 407-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

72 2400 110 012

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

USD 407 investment in staff at the administrator level for social emotional, behavioral, and family supports. This position will be working with all students since behaviors from covid remote learning have impacted kids and the learning environment dramatically.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$60,000

Budgeted Expenditures in SFY 2024 \$60,000

Total Expenditures \$120,000

Status

Task Force Review

Line Item ID: 407-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Health Insurance

Account Number

72 2400 210 000

Function Code

2400 - Support Services (School Administration)

Object Code

210 - Group Insurance

Allowable Use

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

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

USD 407 investment in staff at the administrator level for social emotional, behavioral, and family supports. This position will be working with all students since behaviors from covid remote learning have impacted kids and the learning environment dramatically.

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

Status

Task Force Review

Line Item ID: 407-3-0003

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

AF403b

Account Number

72 2400 290 000

Function Code

2400 - Support Services (School Administration)

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

USD 407 investment in staff at the administrator level for social emotional, behavioral, and family supports. This position will be working with all students since behaviors from covid remote learning have impacted kids and the learning environment dramatically.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,200
Budgeted Expenditures in SFY 2024	\$1,200
Total Expenditures	<u>\$2,400</u>

Status

Task Force Review

Line Item ID: 407-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Medicare

Account Number

72 2400 222 000

Function Code

2400 - Support Services (School Administration)

Object Code

222 - Medicare - 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

USD 407 investment in staff at the administrator level for social emotional, behavioral, and family supports. This position will be working with all students since behaviors from covid remote learning have impacted kids and the learning environment dramatically.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$844
Budgeted Expenditures in SFY 2024	\$844
Total Expenditures	<u>\$1,688</u>

Status

Task Force Review

Line Item ID: 407-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

72 2400 221 000

Function Code

2400 - Support Services (School Administration)

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

USD 407 investment in staff at the administrator level for social emotional, behavioral, and family supports. This position will be working with all students since behaviors from covid remote learning have impacted kids and the learning environment dramatically.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,606
Budgeted Expenditures in SFY 2024	\$3,605
Total Expenditures	<u>\$7,211</u>

Status

Task Force Review

Line Item ID: 407-3-0006

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

SUTA KS

Account Number

74 2400 260 000

Function Code

2400 - Support Services (School Administration)

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

USD 407 investment in staff at the administrator level for social emotional, behavioral, and family supports. This position will be working with all students since behaviors from covid remote learning have impacted kids and the learning environment dramatically.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$59
Budgeted Expenditures in SFY 2024	\$59
Total Expenditures	<u>\$118</u>

Status

Task Force Review

Line Item ID: 407-3-0007

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

72 1000 110 011

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 Learning and credit recovery opportunities for secondary students who suffer learning loss where gaps have grown 6-12. This will be 3-4 staff per building and it will last 2-3 weeks once school is out for the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,200
Budgeted Expenditures in SFY 2024	\$4,200
Total Expenditures	<u>\$8,400</u>

Status

Task Force Review

Line Item ID: 407-3-0008

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

Certified Salaries

Account Number

72 1000 110 012

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 Learning and credit recovery opportunities for secondary students who suffer learning loss where gaps have grown 6-12. This will be 3-4 staff per building and it will last 2-3 weeks once school is out for the summer.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$4,200
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Budgeted Expenditures in SFY 2024	\$4,200
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Total Expenditures	<u>\$8,400</u>
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Status

Task Force Review

Line Item ID: 407-3-0009

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

Health Insurance

Account Number

72 1000 210 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Summer Learning and credit recovery opportunities for secondary students who suffer learning loss where gaps have grown 6-12. This will be 3-4 staff per building and it will last 2-3 weeks once school is out for the summer.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$1,800
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Budgeted Expenditures in SFY 2024	\$1,800
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Total Expenditures	<u>\$3,600</u>
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Status

Task Force Review

Line Item ID: 407-3-0010

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

Medicare

Account Number

72 1000 222 000

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

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

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

Summer Learning and credit recovery opportunities for secondary students who suffer learning loss where gaps have grown 6-12. This will be 3-4 staff per building and it will last 2-3 weeks once school is out for the summer.

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

Task Force Review

Line Item ID: 407-3-0011

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

72 1000 221 000

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

Summer Learning and credit recovery opportunities for secondary students who suffer learning loss where gaps have grown 6-12. This will be 3-4 staff per building and it will last 2-3 weeks once school is out for the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$500
Budgeted Expenditures in SFY 2024	\$500
Total Expenditures	\$1,000

Status

Task Force Review

Line Item ID: 407-3-0012

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

SUTA KS

Account Number

72 1000 260 000

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

Summer Learning and credit recovery opportunities for secondary students who suffer learning loss where gaps have grown 6-12. This will be 3-4 staff per building and it will last 2-3 weeks once school is out for the summer.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$8
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Budgeted Expenditures in SFY 2024	\$8
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Total Expenditures	<u>\$16</u>
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Status

Task Force Review

Line Item ID: 407-3-0013

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

Stipends Teachers

Account Number

72 1000 151 011

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

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

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$20,700
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$20,700</u>
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Status

Task Force Review

Line Item ID: 407-3-0014

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

Stipends Teachers

Account Number

72 1000 151 012

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

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

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

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

Status

Task Force Review

Line Item ID: 407-3-0015

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

Stipends Teachers

Account Number

72 1000 151 013

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

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

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

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

Status

Task Force Review

Line Item ID: 407-3-0016

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

Stipends Teachers

Account Number

72 1000 151 014

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

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

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,100
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$14,100</u>

Status

Task Force Review

Line Item ID: 407-3-0017

Allocation Type

Direct Allocation

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

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

Account Name

FICA

Account Number

72 1000 221 000

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,092
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,092</u>

Status

Task Force Review

Line Item ID: 407-3-0018

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

Medicare

Account Number

72 1000 222 000

Function Code

1000 - Instruction

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

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

Status

Task Force Review

Line Item ID: 407-3-0019

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment

Account Number

72 1000 260 000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA 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 licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$66
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$66</u>

Status

Task Force Review

Line Item ID: 407-3-0020

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

Certified Salaries

Account Number

72 2100 110 011

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 for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

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

Status

Task Force Review

Line Item ID: 407-3-0021

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

Certified Salaries

Account Number

72 2100 110 012

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 for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,650
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,650</u>

Status

Task Force Review

Line Item ID: 407-3-0022

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

Certified Salaries

Account Number

72 2100 110 013

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 for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,050
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,050</u>

Status

Task Force Review

Line Item ID: 407-3-0023

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

Certified Salaries

Account Number

72 2100 110 014

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 for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,700
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,700</u>

Status

Task Force Review

Line Item ID: 407-3-0024

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

fica

Account Number

72 2100 221 000

Function Code

2100 - Support Services (Students)

Object Code

221 - FICA - Employer's Contribution

Allowable Use

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

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$435
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$435</u>

Status

Task Force Review

Line Item ID: 407-3-0025

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

Medicare

Account Number

72 2100 222 000

Function Code

2100 - Support Services (Students)

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

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

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$102
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$102</u>

Status

Task Force Review

Line Item ID: 407-3-0026

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

Unemployment

Account Number

72 2100 260 000

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7</u>

Status

Task Force Review

Line Item ID: 407-3-0027

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

Certified Salaries

Account Number

72 2152 110 014

Function Code

2152 - Speech Pathology 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 licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

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

Status

Task Force Review

Line Item ID: 407-3-0028

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

Account Number

72 2152 221 000

Function Code

2152 - Speech Pathology Services

Object Code

221 - FICA - Employer's Contribution

Allowable Use

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

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

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: 407-3-0029

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

Medicare

Account Number

72 2152 222 000

Function Code

2152 - Speech Pathology Services

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

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

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$12

Status

Task Force Review

Line Item ID: 407-3-0030

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

Unemployment

Account Number

72 2152 260 000

Function Code

2152 - Speech Pathology Services

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Premium pay for licensed staff is essential to providing a social and academic atmosphere of trust, professionalism, and consistency for students. This includes 69 licensed staff and it was paid on 11-01-22. The amount is \$800-1800 based on years of service with the district. This also includes any payroll taxes and liabilities.

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

Status

Task Force Review

Line Item ID: 407-3-0031

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 NameStaff Training/Professional
Development**Account Number**

72 2213 330 000

Function Code2213 - Instructional Staff Training
Services**Object Code**330 - Professional Employee Training
and Development Services**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning loss and loss of engagement in classrooms is documented by exponential growth in learning gaps and behaviors. 100% of licensed staff will engage in KAGAN learning structure trainings and coaching. Our ultimate goal is to create student engagement with cooperative student learning practices. Kagan will help to repair student communication and social skills impacted by remote learning. In addition, teaching practices will improve to assist students who were impacted by learning loss. The Kagan model allows for students with mixed abilities to reinforce and remediate core content knowledge that was lost to COVID19 for our most vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$41,478**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$61,478**Status**

Task Force Review

Line Item ID: 407-3-0032

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 NameStudent Social-emotional
Learning/Mental Health Pr**Account Number**

72 2213 340 000

Function Code2213 - Instructional Staff Training
Services**Object Code**

340 - Other Professional Services

Allowable Use10 - Providing mental health services
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

The new implementation of social emotional curriculum for K-8 as 2nd step and 9-12 as either RULER and/or 7 Habits of Highly Effective People is a direct result of COVID-19's requirement for family learning, grief, anxiety, and impact.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35,035**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$35,035**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

HVAC System for Building

Account Number

72 2600 700 014

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

The new implementation of indoor air quality in the Simpson Elementary School will immediately improve the health and well being of staff and students. The larger impact of healthy families will echo throughout our community for healthier environments.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$859,391
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$859,391</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met.

Allocation Type

Direct Allocation

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

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

Account Name

Secondary Remediation Program

Account Number

72 1000 110 012

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Due to remote learning, learning loss at middle school and high school particularly students who are low ses, foster, or sped need assistance in core content. This tool will be utilized for tiered support. This is a software subscription that will make specialized learning plans using common core standards to address learning loss at the secondary level.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,194
Budgeted Expenditures in SFY 2024	\$2,038
Total Expenditures	<u>\$12,232</u>

Status

Task Force Review

Line Item ID: 407-3-0035

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

Secondary Remediation Program

Account Number

72 1000 110 011

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Due to remote learning, learning loss at middle school and high school particularly students who are low ses, foster, or sped need assistance in core content. This tool will be utilized for tiered support. This is a software subscription that will make specialized learning plans using common core standards to address learning loss at the secondary level.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,194
Budgeted Expenditures in SFY 2024	\$2,038
Total Expenditures	<u>\$12,232</u>

Status

Task Force Review

Line Item ID: 407-3-0036

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

TK Teacher 22-23 SY

Account Number

72 1000 110 014

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 program was started due to children's inability to attend preschool during COVID. Valuable skills needed to begin kindergarten were lacking. Students in high risk populations were especially affected by remote learning. (Students in foster care, sped, homeless, etc)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$43,560
Budgeted Expenditures in SFY 2024	\$38,319
Total Expenditures	<u>\$81,879</u>

Status

Task Force Review

Line Item ID: 407-3-0037

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

Health Insurance

Account Number

72 1000 210 000

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

This program was started due to children's inability to attend preschool during COVID. Valuable skills needed to begin kindergarten were lacking. Students in high risk populations were especially affected by remote learning. (Students in foster care, sped, homeless, etc)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,741
Budgeted Expenditures in SFY 2024	\$13,379
Total Expenditures	<u>\$29,120</u>

Status

Task Force Review

Line Item ID: 407-3-0038

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

AF 403b

Account Number

72 1000 290 000

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

This program was started due to children's inability to attend preschool during COVID. Valuable skills needed to begin kindergarten were lacking. Students in high risk populations were especially affected by remote learning. (Students in foster care, sped, homeless, etc)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$872
Budgeted Expenditures in SFY 2024	\$872
Total Expenditures	<u>\$1,744</u>

Status

Task Force Review

Line Item ID: 407-3-0039

Allocation Type

Direct Allocation

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

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

Account Name

Medicare

Account Number

72 1000 222 000

Function Code

1000 - Instruction

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

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

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

This program was started due to children's inability to attend preschool during COVID. Valuable skills needed to begin kindergarten were lacking. Students in high risk populations were especially affected by remote learning. (Students in foster care, sped, homeless, etc)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$584
Budgeted Expenditures in SFY 2024	\$584
Total Expenditures	<u>\$1,168</u>

Status

Task Force Review

Line Item ID: 407-3-0040

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

Social Security

Account Number

72 1000 221 000

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

This program was started due to children's inability to attend preschool during COVID. Valuable skills needed to begin kindergarten were lacking. Students in high risk populations were especially affected by remote learning. (Students in foster care, sped, homeless, etc)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,498
Budgeted Expenditures in SFY 2024	\$2,498
Total Expenditures	<u>\$4,996</u>

Status

Task Force Review

Line Item ID: 407-3-0041

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

SUTA KS

Account Number

72 1000 260 000

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

This program was started due to children's inability to attend preschool during COVID. Valuable skills needed to begin kindergarten were lacking. Students in high risk populations were especially affected by remote learning. (Students in foster care, sped, homeless, etc)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40
Budgeted Expenditures in SFY 2024	\$38
Total Expenditures	<u>\$78</u>

Status

Task Force Review

Line Item ID: 407-3-0042

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

Certified Salaries

Account Number

72 1000 110 013

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 position will be created to work with the 2nd and 3rd grade students who have been impacted greatly due to Covid. This position will target students who are low income, homeless, foster kids and special education students who missed services due to remote learning. The 2nd grade class is at the lowest academic standing due to learning loss from remote learning. The 3rd grade class has numerous social emotional and behavioral concerns which causes disruption in the classroom. New teachers also are impacted coming into the schools with limited background/expertise to address these high risk students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$13,800
Budgeted Expenditures in SFY 2024	\$33,120
Total Expenditures	<u>\$46,920</u>

Status

Task Force Review

Line Item ID: 407-3-0043

Allocation Type

Direct Allocation

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

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

Account Name

Medicare

Account Number

72 1000 222 000

Function Code

1000 - Instruction

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This position will be created to work with the 2nd and 3rd grade students who have been impacted greatly due to Covid. This position will target students who are low income, homeless, foster kids and special education students who missed services due to remote learning. The 2nd grade class is at the lowest academic standing due to learning loss from remote learning. The 3rd grade class has numerous social emotional and behavioral concerns which causes disruption in the classroom. New teachers also are impacted coming into the schools with limited background/expertise to address these high risk students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$726
Budgeted Expenditures in SFY 2024	\$3,576
Total Expenditures	<u>\$4,302</u>

Status

Task Force Review

Line Item ID: 407-3-0044

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

72 1000 221 000

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

This position will be created to work with the 2nd and 3rd grade students who have been impacted greatly due to Covid. This position will target students who are low income, homeless, foster kids and special education students who missed services due to remote learning. The 2nd grade class is at the lowest academic standing due to learning loss from remote learning. The 3rd grade class has numerous social emotional and behavioral concerns which causes disruption in the classroom. New teachers also are impacted coming into the schools with limited background/expertise to address these high risk students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$600
Budgeted Expenditures in SFY 2024	\$1,536
Total Expenditures	<u>\$2,136</u>

Status

Task Force Review

Line Item ID: 407-3-0045

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

SUTA KS

Account Number

72 1000 260 000

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

This position will be created to work with the 2nd and 3rd grade students who have been impacted greatly due to Covid. This position will target students who are low income, homeless, foster kids and special education students who missed services due to remote learning. The 2nd grade class is at the lowest academic standing due to learning loss from remote learning. The 3rd grade class has numerous social emotional and behavioral concerns which causes disruption in the classroom. New teachers also are impacted coming into the schools with limited background/expertise to address these high risk students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10
Budgeted Expenditures in SFY 2024	\$24
Total Expenditures	<u>\$34</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0432

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>
Victoria	1105 10th Street, Victoria, KS 67671	1105 10th St., Victoria, KS 67671
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Kimberly Woolf	kimberlywoolf@usd432.org	(785) 735-9212

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Melissa Schmidt	Board Clerk	mschmidt@usd432.org	(785) 735-9212

Plan for Safe Return

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

<https://www.usd432.org/vnews/display.v/ART/61421cf36c72d>

Use of Funds for CDC Guidance

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

USD 432 worked with the Ellis County Health Department meeting regularly with a cohort group including medical providers at Hays Hospital and other administrators from surrounding school districts for guidance related to safely operating in-person learning for this year and past two years. The goal is to remain open to allow us to provide quality instruction and keep the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE and KSDE to ensure that our expenditures align with best practice, help address learning loss, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plan needs. We continue to improve our cleaning and sanitation practices implemented during the height of the pandemic.

Stakeholder Engagement

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

Students

Students participated in the online community surveys, which were open to any student who wanted to respond. These surveys were sent out via notifications using our messenger platform and email through Schoology as well as being posted on the school webpage.

In addition, the superintendent of schools met with students of VHS by class to discuss the process of ESSER funds and how these funds could be used. Again, students were encouraged and 23 students, out of 76 (30%), used the link sent to them via email to fill out the survey that helped show what students deemed important. From this survey, the following was asked for most from our students: improvements to the industrial arts/ shop room, ventilation to our HS Gymnasium, more opportunities for elective programs/ CTE/ hands-on, and keeping great teachers in our district.

Our ESSER III plan has taken into consideration all of these items and provided for them.

Students who are part of Site Council at the elementary (VES) and high school (VHS) were involved in discussion about the ESSER III Survey results.

Families

The building Site Councils met in 2021 sharing out how much funding our district was awarded for ESSER III. The website showing amounts for each Kansas district was shared and there was open discussion at the meeting on the criteria for funding awarded. The first posting of the Community ESSER III Survey on the school USD 432 Facebook received limited responses (6).

Again, in the Fall of 2022, the district posted the survey to parents, students, and community via our website messenger application, email and on our school Facebook and Twitter accounts. We choose these methods because 95% of our parents report they have Wi-Fi at home, 99% a smartphone, and 76% said this was their preferred method of communication. Results were shared at a District Site Council Meeting afterward to review the ESSER III Community Survey results. This provided 43 responses from the approximate 80 families (54%) in USD 432.

The 43 responses breakdown included 35 parents, 17 community members, 8 business owners, 1 alumni, and 2 student responses. Results for grade levels responding showed 77% from PreK-6th grade, 54% from 7-12th and 5.7% from grades 9-12th. The most requested items of the surveys revealed that this group was most interested in: Interventions/ Personnel for academic interventions, Personnel/ Teacher Retention, Updating Ventilation, and Math /ELA Curriculum. Other requested items supported investments in the following: Training for Teachers, School Counselors, and SEL curriculum.

The ESSER III Funds will be focused on additional Intervention staff, Ventilation improvements, and professional development for teachers.

School and District Administrators including Special Education Administration

All administrators (2) had a hand in developing the ESSER III plan, thus there was approval of the plan.

The district also collaborated with Principals and admin met with Kyle Carlin, SpEd Director to discuss needs from the survey results during our WCKSEC Council of Superintendent meetings to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process.

The elementary building administrators has contributed thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan:

Interventionist PreK-12, Ventilation Equipment, and Professional Development focused on evidence based strategies to address learning loss.

These have all been taken into consideration and are part of our ESSER III plan. Other needs included ELA and Math Curriculum.

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

In addition to administering the ESSER III survey to all teachers, we talked to 100% of our teachers during monthly Professional Learning Community meetings to learn about the authorized uses of ESSER funds and open dialogue about the staff identified needs. There were 27 responses from 35 staff (77%) on the ESSER III Teacher survey, The superintendent met with our KNEA teacher's union, and their areas of need were shared during an open monthly BOE meeting.

The USD 432 Directors/Leadership Team (including non-certified and custodial staff) provided input expressing their major areas of need as: Improvements to our Industrial Arts/ Wood Shop, Ventilation for our HS Gymnasium, Healthy Physical Environment supports: PPE / Cleaning supplies / Air purifiers, Water softener systems to allow for improved facilities, and Kitchen improvements. These have all been taken into consideration and are part of our ESSER III plan.

USD 432 administrators (K-6 principal & HS Principal/ Superintendent) had a hand in gathering and evaluating the input from surveys, and developing the ESSER III plan.

Again, the district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process by meeting frequently with discussions to support the need for additional instructional supports.

Tribes

There is no tribal land within our district boundaries. I also included demographic information on the survey, and one student self reported affiliation with a native American tribe. This affiliation was not recorded in our ENRL data provided by parents/guardians.

I also emailed tina.townley@osagenation-nsn.gov to ask if there were any preferences for use of funds. At the time of this application, we have not received a reply.

Civil Rights Organization including Disability Rights Organizations

We have no known civil right organizations within our district boundaries. I also included demographic information on the survey, and one student self reported affiliation with a civil rights organization. This student indicated additional electives, online curriculum, and additional custodians as "very important."

We contacted the Kansas Action for Children we received information from Jessica Herrera Russel. She suggests considering how ESSER funds could support programming for 3- and 4-year-olds so that they're less likely to fall behind academically. Early Learning and Childcare have been topics we've addressed by adding back our preschool and extending it to full day for 4 year olds. Also, she suggested considering the home environment to which students return.

Additional social emotional curriculums and added home-school supports were areas we consider important as well, but were not able to include in our requested resources for funding with ESSER dollars.

All these voices were considered and represented in our ESSER III plan.

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

We have collaborated with Social Workers and Educational Advocates from St. Francis Agency, the USD 489 Alternative School, Kansas Department of Families, for our four elementary and two high school students in foster care. When speaking with a representative from these agencies they felt the following would be beneficial for students: After School Programs, Parent Resources, Social Worker/Counselor supports, Professional development in trauma informed care, and Transportation.

Teachers and parents of these students were included in site council meetings and invited to complete the surveys. We also spoke in person to two of our foster families who supported the interventions of additional staff for interventions, Social Worker/ Counselor supports, professional development in trauma, and After School Programs. One parent indicated the biggest need was support from professionals who are trained in severe behaviors and social emotional needs for the students.

Children with IEP/disabilities were represented in our community and student survey.

We have one student meeting the homelessness criteria; that student was not represented in our student survey. The Homeless Coordinator from USD 432 recognizes the need for professional development with staff to understand trauma informed care and the need for additional social emotional supports for these subgroups of students .

We currently do not have students who are ELL, migratory , or incarcerated. However, all other groups had respondents and their voices are represented in our ESSER III plan.

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

USD 432 posted a survey on our USD 432 Facebook and USD 432 Twitter asking and inviting public input more than once. ESSER III were agenda items on multiple BOE meetings.

There were 49 total responses to the surveys. The results were shared and discussed at District Site Council meetings which were open to the public to review the ESSER II and III plan in 2021 and 2022. The most requested items of the survey revealed that: Facilities upkeep was important with upgraded ventilation being a priority; Additional staff for intervention; Teacher retention and professional development were high ranking as well.

These have all been taken into consideration and are part of our ESSER III plan.

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

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

In 2021-22 students entering kindergarten (22) have been lower in their phonemic awareness, phonics, and numbers and operations. Our ASQ and DIBELS data from 2020 led us to retain two kindergarten teachers and split first grad to address learning loss. With small funding opportunities connect to At-Risk funding and ESSER II credits for our district we had to limit our hiring for 2021-22 to a part-time preschool teacher (18 students) and a part-time interventionist.

Returning from 2019-20's remote learning and 2021-22's social distancing and masks, students who social emotional and academic deficiencies. We invested time and money in a SEL curriculum to address emotional needs districtwide. Rising suicide statistics became personal on our campus with the loss of a high schooler and its impact on our school An emphasis on programs, speakers, and resources for anti-bullying and mental health services surfaced as a priority. Academic loss and learning gaps have significantly raised the number of students referred to our General Education Intervention Team (GEIT), warranting the need for a full time interventionist. At the elementary school in 2019-20 there was one student referred for special interventions because of low performance, compared to 2020-21, two students, and nine student referrals (as of October) in 2021-22. At the JH /HS level, there's an increase of six students referred to GEIT from 2019 to present. Extreme behaviors and social emotional needs from students, have led to three students being served on an alternative campus, stretching our transportation and district staff needs.

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

We are going to hire an interventionist for 2022-23 and 2023-24 (an extension from ESSER II funds.) We are going to hire an additional interventionist for the 7-12th grade students to assist the Tier 2 & 3 students and students with disabilities who have suffered from learning loss. Staff will be trained in evidence based strategies including MTSS, LETRS and PLC+ to address the needs of Tier 2 & e students and students with disabilities who suffered from learning loss.

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

Ventilation for the Industrial Arts/ Wood Shop will be purchased with the remaining ARP ESSER funds. This well to help mitigate COVID 19 particles and provide ventilation to this wing of the high school building. By purchasing larger welding booths, students can access them individually and provide social distancing to mitigate COVID 19 viruses.

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

We are hopeful that data will show fewer students in Tier 2 and 3. We hope to see more students in the higher levels of performance in the KAP and on ACT results. Less students in the lower levels of those assessments, and less students needing interventions. In essence, more students will be able to be successful with Tier 1 teaching strategies.

In addition, fewer students with sickness and absences will reduce learning loss.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$176,977	\$0	\$176,977	ESSER III Allocations	\$35,396
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$176,977	\$0	\$176,977	Amount Still Needed	\$35,396
In Review Total	\$117,591	\$0	\$117,591	In Review Total	\$105,593
Amount Left	\$59,386	\$0	\$59,386	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
432-3-0001	Direct	True	1000	110	12	\$69,000	Task Force Review
432-3-0002	Direct	True	1000	120	12	\$26,593	Task Force Review
432-3-0004	Direct	True	2200	300	16	\$10,000	Task Force Review
432-3-0005	Direct	False	2300	120	16	\$2,000	Task Force Review
432-3-0006	Direct	False	1000	700	13	\$9,998	Task Force Review

Line Item Details

Line Item ID: 432-3-0001

<u>Allocation Type</u>	<u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u>	
Direct Allocation	YES - this item is marked for Learning Loss Set Aside Expenditure	
<u>Account Name</u>	<u>Account Number</u>	
ESSER III-Certified Salaries	45-1000-110	
<u>Function Code</u>	<u>Object Code</u>	<u>Allowable Use</u>
1000 - Instruction	110 - Regular Certified Salaries	12 - Addressing learning loss among students, including vulnerable populations.
Please describe the expenditures within the account and how they will address a COVID-19 need		
Interventionist to provide instruction to Tier 2 and 3 and students with disabilities because of learning loss during COVID 19. Includes employer costs and taxes/benefits.		
Budgeted Expenditures in SFY 2021	\$0	
Budgeted Expenditures in SFY 2022	\$0	
Budgeted Expenditures in SFY 2023	\$34,000	
Budgeted Expenditures in SFY 2024	\$35,000	
Total Expenditures	\$69,000	<u>Status</u>
		Task Force Review

Line Item ID: 432-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III-Non-Certified Salaries

Account Number

45-1000-120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Student Support personnel to provide instruction to Tier 2 and 3 and students with disabilities because of learning loss during COVID 19. Includes employer costs and taxes/benefits.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$26,593
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Total Expenditures	<u>\$26,593</u>
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Status

Task Force Review

Line Item ID: 432-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III-Prof. Dev.

Account Number

45-2200-300

Function Code

2200 - Support Services (Instructional Staff)

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

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

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

Professional Development for staff on evidence based instructional strategies to address student learning loss. To include, but not limited to LETRS, PLC+ and MTSS.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$5,000
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Budgeted Expenditures in SFY 2024	\$5,000
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Total Expenditures	<u>\$10,000</u>
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Status

Task Force Review

Line Item ID: 432-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III-Non-Certified Salaries

Account Number

45-2300-120

Function Code

2300 - Support Services (General Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Indirect cost of paying for staff to manage ESSER III application, purchases and accounting.

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

Task Force Review

Line Item Comment from KSDE

This is an indirect cost.

Line Item ID: 432-3-0006

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III-Equip

Account Number

45-1000-700

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

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

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

Social distancing to mitigate COVID 19 viruses by purchasing welding booths. (5@ \$1999.60 ea.)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,998**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,998**Status**

Task Force Review

ESSER III APPLICATION FOR D0462

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>
Central	700 N Main, Burden, KS 670190128	P O Box 128, Burden, KS 670190128
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Rick Shaffer	rshaffer@usd462.org	(620) 438-2218

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Rick Shaffer	Superintendent	rshaffer@usd462.org	(620) 438-2218
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Mona Calvin		mcalvin@usd462.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Linda Bartel		lbartel@usd462.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.usd462.org/vimages/shared/vnews/stories/6112c0391b682/Central%20USD462%20Safe%20Return%20%26%20Continuity%20of%20Services%20Plan%202021-2022.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?

USD 462, plans on using these funds to employ 2 full time substitutes, if possible; employ 2 extra teaching aides, if possible; and to extend the number of School Nurse hours. The first two implementations address the need to reduce class size, and increase distancing between students.

Extra nurse hours will assist USD 462 in contract tracing, testing, vaccines, communication with county health officials, and any other health issues should they arise.

In addition, these funds will be used to address academic learning loss and promote academic recovery following the pandemic. A portion of these funds will be used to address social/emotional factors that are present due to the pandemic. The ability for our USD to stay open is closely related to the procedures that have been put in place. Addressing academic recovery, the emotional needs of our parents, teacher, and students. Implementation of effective health practices like distancing, and a reduction in class sizes have been crucial.

Our goal through implementing these measures is to remain in a face to face learning environment, limit any further academic learning loss, address social emotional issues, and operate school as normally as possible in the future.

Stakeholder Engagement

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

Students

Students

While developing the USD 462 ESSER III Plan we obtained information from our students in the following manner:

USD 462 sent a Google form link regarding ESSER III to all students via their school email address, and posted the link on our school website and other social media platforms.

Administrative personnel meet with student groups and student councils. The Principals facilitated discussions to determine what student ideas/needs were of the highest priority.

Through these opportunities for feedback the students perceived the greatest needs and best use of ESSER III funds were:

1. 83%- Additional Staff for Academic Intervention
2. 74%- Additional Technology and software
3. 70%- Professional Staff Development
4. 61%- Social Emotional Health
5. 57%- Additional Instructional resources

USD 462 conducted an online survey regarding ESSER III monies and development of an ESSER III plan. While conducting this survey we received feedback from about 29% of the Grade 6-12 Students. We did not survey grades PreK-5. Through opportunity in both buildings from various student groups USD 462 received ESSER III feedback from 60% of the students who attend school. Our ESSER plan takes recommendations from our student population into account and their needs and ideas are incorporated in the plan.

Families

In developing the USD 462 ESSER III Plan meaningful consultation with Families was conducted in the following manner:

USD 462 sent a Google form link to all parents via the email address that was on file in our information database.

USD 462 posted a link to on our school website and other social media platforms.

USD 462 posted a QR Code Scan linking to the USD 462 ESSER III Survey in places of business throughout our school district for Parents and Parents to scan and complete survey.

USD 462 invited Parents and Patrons to attend School Board Meetings during the audience time with the public and express their ideas regarding ESSER III spending priorities.

USD 462 gave Parents a face to face opportunity at Parent-Teacher Conferences to share ideas and discuss best use of ESSER III monies for USD 462.

USD 462 provided parents and families an opportunity to give input face to face regarding the USD 462 ESSER III plan at the annual Fall Carnival held at Central Elem. School.

Through these information input opportunities, discussions, and conversations, the Families of USD 462 indicated the following items should be addressed through ESSER funding:

1. 93%-Additional Staff for Academic Intervention
2. 84%- Social Emotional Health
3. 75%-Additional Instructional resources
4. 71%-Additional Technology and software
5. 64%- Professional Staff Development

USD 462 received input from 48% of the families in USD 462 either through, survey, email, Board Meeting, or opportunities at Parent Teacher Conferences and the Central Elem. Carnival. Our ESSER plan takes these recommendations from our families and parents into consideration and their needs and ideas in the plan.

School and District Administrators including Special Education Administration

USD 462 has 3.4 Administrators. We have a Principal for each of USD 462's Attendance Centers, a Superintendent, and a .4 Assistant HS Principal/Athletic Director. Our two attendance centers are Central Elementary School, Pre-K through 6th Grade; and Central Junior-Senior High School Grade 7-12.

Almost since, if not before, ESSER III allocations were made public, discussions were held among Administrators, and between Administrators and the Board of Education to best utilize ESSER III funds in the best interest of students. The consensus of this group has been to focus resources on:

- Recovery from academic learning loss experienced from the pandemic
- Improved Instruction with a focus on effective and positive research based academic practices.
- Improvement of Curriculum in all academic areas, with emphasis on ELA and Math.
- Effective remediation practices, MTSS, After-School remediation, Friday School (we are a 4 day a week district).
- Addressing Social Emotional issues with 2 Social Workers (one for each attendance center), Franklin Covey's Leader in Me program for Pre-K-12 and all staff.
- Providing more personnel to downsize groups for instruction.
- Providing up-to-date Individual Student devices and Computer Infrastructure for the increased usage of Technology.
- Focus on Professional Development with regard to effective and research proven instructional practices.

USD 462 belongs to a Special Education Cooperative. During the development of the USD 462 ESSER III plan input was asked for and received from the SPED Coop Director and Assistant Director. Special Education Cooperative staff in our attendance centers were treated as USD 462 staff and were involved in all planning and discussion related to best utilizing ESSER III funds. Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

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

USD 462's ESSER III plan was a collaboration of the entire certified, classified school personnel, Special Education Teachers/Paras, students, and community. Administrators worked with staff to develop an ESSER III plan that would meet the needs of Students, Staff, and Community. Meetings were held providing opportunity for feedback for all involved groups. Meetings were held twice per month to discuss the best way to address learning loss and academic recovery due to the COVID pandemic. The ESSER III plan that was developed emphasized mitigation strategies that have been proven effective and are research based. Through a USD 462 Survey and discussions, consensus amongst the groups was to spend a majority of funds on instruction, social/emotional, and technology to reduce any issues that were a direct result of the pandemic. The following are the results of the survey and discussions:

1. 96%- Additional Staff for Academic Intervention
2. 85%- Additional Instructional resources
3. 85%- Social Emotional Health
4. 70%- Additional Technology and software
5. 56%- Professional Staff Development

During the development of the USD 462 ESSER III Plan, the district received input and a completed survey from about 95% of Certified Staff and received a completed survey and input from approximately 70% of Classified Staff. During the Regular August Teacher's Union meeting, the Supt. of Schools attended this meeting, shared ESSER III ideas from both Administration, and Board of Education and asked and received input from those teachers who attended this meeting. Our ESSER plan takes these recommendations from Teachers, Administration, School Board, and the teacher Union into consideration and their needs are ideas in the plan.

Tribes

Through surveys and USD 462's student information database we were able to determine we had a total of 5 families (8 Students) who identified as Native American on the survey, which is a very small group. This represents 2.67% of our total student population. Through conversation and surveys with the families that identified as Native American, this group conveyed the following areas as to where ESSER III funding should be spent:

1. 87%- Additional Staff for Academic Intervention
2. 75%- Additional Technology and Software
3. 75%- Social Emotional Health
4. 63%- Additional Instructional Resources
5. 63%- Extended Learning Opportunities

Our ESSER plan takes these recommendations from Native American students and families into consideration and their needs are ideas in the plan.

Civil Rights Organization including Disability Rights Organizations

USD 462 sought information and input regarding ESSER III spending and resources from the Kansas Action for Children Organization. The President of that organization stated he was concerned with Early Childhood Learning, Early Childhood Care, Child Nutrition, and Social/Emotional Support for families following the pandemic. He indicated he would like to see educational organizations take a strong look at making sure social/emotional support was provided to families. Certified Staff Development in social/emotional areas, early childhood, and early elementary instruction was suggested as areas to address to afford students a better opportunity for academic development.

USD 462 does not have any organizations within our district representing this group of students and parents. Through our survey we received the following input from this stakeholder community which includes Students with Disabilities, Parents with Disabilities, and Incarcerated Parent (11 Individuals who gave us input or responded to our surveys):

1. 91%- Social Emotional Health
2. 82%- Additional Staff for Academic Intervention
3. 73%- Additional Instructional Resources
4. 64%- Additional Technology and Software
5. 64%- Professional Staff Development

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

Students with Disabilities (4 students who identified as Disabled)-

100%- Additional Instructional Resources

100%-Social Emotional Health

75%-Additional Staff for Academic Intervention

75%-Additional Technology and Software

50%-Professional Staff Development

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

Foster Care- USD 462 does not have any Students in Foster Care at this time.

Migratory Students- USD 462 does not have any Migratory Students at this time.

ESL- USD 462 does not have any Students who would be considered English as Second Language Learners at this time.

Homelessness- USD 462 does not have any students who are experiencing Homelessness at this time.

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

USD 462 provided the public opportunity to provide input into ESSER III in the following ways:

- Invited Patrons and Parents to Board of Education Meetings to provide ESSER III input, if they desired. Board of Education discussed ESSER III, at length on several occasions in open session of Regular Board Meetings.
- Encouraged through the District Website, Building Newsletters, and Social Media outlets to share input with Administration, and Board of Education Members.
- Principals held Building Staff Meetings to discuss ESSER III.
- Principals discussed with Attendance Center Student Leadership groups such as Student Council and others.
- Provided information to Parents during Parent/Teacher Conferences.
- Published information in Building and USD 462 Newsletters.
- Emailed an ESSER III Survey requesting input to every Student, Staff member, and Parent
- Posted and distributed Flyers and Pamphlets to USD 462 Businesses including a QR Code inviting Parents and Patrons to provide input

USD 462 had a 60% participation and response rate from our Community Patrons regarding best use of ESSER III monies for our School District. Most Community Patrons indicated they were happy with development of the USD462 ESSER III plan and wished the district would use ESSER III Funds for the following:

1. Additional Staff for Academic I
2. Social Emotional Health
3. Additional Instructional resources
4. Additional Technology and software
5. Professional Staff Development

USD 462 ESSER plan takes these Community Patron recommendations into consideration and their needs are ideas in the 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.

USD 462, Central Burden Schools, approached the 2021-22 school year with the goal of having school operation as normal as COVID-19 would allow. We were successful, as USD 462, only missed normal school days due to weather in 2020-21 or 2021-22. USD 462 did not develop or implement any remote learning option for students for the 2021-22 or 2021-22 school year. We had sporadic and unpredictable academic achievement during remote learning in the Spring of 2020 and chose not to pursue remote learning. Administration, staff, and the Board of Education were in consensus with in-person education as the best and only option. USD 462 operated to some degree normally, while implementing new COVID procedures beginning in August of 2020 and then again, in August of 2021.

Using STAR 360 and the DIBELS screening tool, USD 462 observed that, while exercising remote learning in the Spring of 2020, we had limited or no academic growth, PreK-12 in Reading and Math. When school began in August of 2020 and again in August of 2021, it was USD 462's goal to address the lack of academic progress with intense reading and math instruction, rigorous professional staff development, approved evidence-based reading and math interventions, and face to face in-person learning. Since returning to in person learning USD 462 is seeing some improvement in the curriculum areas of Reading and Math.

Possibly, the group of students who were impacted academically and socially-emotionally the most by COVID were the 2019-20 Kindergarten students. USD 462 observed academic, emotional, and behavioral issues with this group of students. At this time, USD 462 continues to witness some academic and emotional issues with what are now Third Grade students and we plan to continue addressing their needs with a portion of ESSER III grant funding.

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

USD 462 Central Burden Schools will use ESSER III funds to address academic recovery, strengthen instruction and curriculum, provide updated technology devices for students, provide smaller learning groups by employing more adult teachers and teacher aides, operate both after school and summer learning programs, address Social/Emotional issues with students, staff, and parents through utilization of School Social Workers. Effective KSDE practices that will be utilized include but not limited to:

- MTSS
- Amplify
- Cognitive Guided Instruction
- Bridges in Mathematics
- Core Knowledge Language Arts
- Trauma Informed Crisis Intervention
- Read Naturally
- Restorative practices
- Champs classroom/school
- Small group instruction
- The Leader in Me
- Differentiated Instruction
- Frog Street
- Response to Intervention RTI

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

After discussion with Board of Education, Administration, Staff, Students, Community, and other stakeholders the following is a consensus of those stakeholders to use ARP ESSER funds in the following manner:

Increase both Professional and Classified Staff to address learning loss, distancing, and to ensure smaller group instruction sizes

Rigorous Professional Staff Development to address academic recovery, and social/emotional well-being of staff and students
Upgrading technology equipment, and purchasing up to date personal computer devices (Chromebooks) to increase and improve student access to curriculum, and academic programs. Upgrade on campus network to efficiently operate a large number of personal technology devices.

Utilize effective practices and their curricula/materials to address academic learning loss, and aid in academic recovery.

Provide Social Workers in both USD 462 Attendance Centers to address social/emotional issues that may be present with students and staff

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

The LEA will ensure that interventions provided at Central USD 462 will address not only the academic loss, but also the social emotional and mental health needs of its students. Central Schools have incorporated social emotional and mental health in its MTSS model as well as their Students of Concern Meetings between Building Principals and Certified Staff.

Administration addresses staff concerns during our Students of Concern meetings as well as use our SRSS/SIBBS social/emotional screener to identify students in need.

Our social workers and counselors at both Central Elementary and Central Junior-Senior High provide students with individualized and or small group lessons that meet the concerns of staff and/or students.

To close the achievement gaps of all students and subgroups, Central Schools will provide professional development to staff in areas that address high impact instructional strategies, using data to drive instruction, best practices in reading and mathematical instruction, and research-based interventions. Central Schools will prioritize adoption of relevant and rigorous curriculum, prioritize time for intervention and continue to build social skills through The Leader In Me district wide.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$658,190	\$0	\$658,190	ESSER III Allocations	\$131,638
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$658,190	\$0	\$658,190	Amount Still Needed	\$131,638
In Review Total	\$610,763	\$0	\$610,763	In Review Total	\$141,742
Amount Left	\$47,427	\$0	\$47,427	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
462-3-0001	Direct	False	1000	110	3	\$30,000	Task Force Review
462-3-0002	Direct	False	1000	220	3	\$2,294	Task Force Review
462-3-0003	Direct	False	2130	110	16	\$5,000	Task Force Review
462-3-0004	Direct	False	2130	220	16	\$384	Task Force Review
462-3-0005	Direct	False	1000	700	9	\$89,700	Task Force Review
462-3-0006	Direct	False	2113	110	10	\$110,000	Task Force Review
462-3-0007	Direct	False	2113	220	10	\$8,524	Task Force Review
462-3-0008	Direct	False	2113	110	10	\$12,000	Task Force Review
462-3-0009	Direct	False	2113	220	10	\$304	Task Force Review
462-3-0010	Direct	True	1000	120	3	\$41,100	Task Force Review
462-3-0011	Direct	True	1000	220	3	\$3,144	Task Force Review
462-3-0012	Direct	False	1000	600	12	\$53,955	Task Force Review
462-3-0013	Direct	False	1000	600	12	\$5,600	Task Force Review
462-3-0014	Direct	True	1000	600	12	\$1,500	Task Force Review
462-3-0015	Direct	False	2600	120	16	\$32,000	Task Force Review
462-3-0016	Direct	False	2600	220	16	\$2,448	Task Force Review
462-3-0017	Direct	True	1000	100	12	\$16,800	Task Force Review
462-3-0018	Direct	True	1000	220	12	\$1,350	Task Force Review
462-3-0019	Direct	False	1000	600	10	\$40,000	Task Force Review
462-3-0020	Direct	False	1000	350	12	\$19,000	Task Force Review
462-3-0021	Direct	False	1000	110	16	\$42,000	Task Force Review
462-3-0022	Direct	False	1000	600	3	\$6,000	Task Force Review
462-3-0023	Direct	True	2213	330	12	\$16,000	Task Force Review
462-3-0024	Direct	True	1000	110	16	\$6,000	Task Force Review
462-3-0025	Direct	True	1000	220	16	\$458	Task Force Review
462-3-0026	Direct	True	2213	330	3	\$50,000	Task Force Review
462-3-0027	Direct	False	1000	735	9	\$8,250	Task Force Review
462-3-0029	Direct	False	2200	120	16	\$1,450	Task Force Review
462-3-0030	Direct	False	2200	220	16	\$112	Task Force Review
462-3-0031	Direct	True	1000	120	3	\$5,000	Task Force Review

Line Item Details

Line Item ID: 462-3-0001

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

Sub Teacher Salary

Account Number

66671

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Full Time Substitute/Aide-USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic by hiring a full time substitute teacher. This includes learning loss of students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. By employing a full time substitute, USD 462 will work to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. Due to the pandemic, USD 462 has observed increased staff absences which directly impacts student learning. The full time substitute will help to provide additional supervision after school in a designated area in order to better maintain social distance while students wait for school transportation. The full time substitute will help to ensure consistent education is provided to USD 462 students regardless of staff absences. The full time substitute will help to create smaller class sizes which will benefit the health and safety of all students and staff. The full time substitute will help to create smaller class sizes in order to be able to improve instruction and provide remediation for those impacted with learning loss by the pandemic.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$15,000
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Budgeted Expenditures in SFY 2023	\$15,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$30,000
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Status

Task Force Review

Line Item ID: 462-3-0002

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

Sub.Teacher FICA

Account Number

66670

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Substitute Tchr. FICA-benefit expenditure related to salary

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,147**Budgeted Expenditures in SFY 2023** \$1,147**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,294**Status**

Task Force Review

Line Item ID: 462-3-0003

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

Nurse Salary

Account Number

66632

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

Extra Nurse Hours-Extra salary expenditure to address more time needed to address pandemic related duties

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$2,500**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,000**Status**

Task Force Review

Line Item ID: 462-3-0004

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

Nurse FICA

Account Number

66631

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

Nurse FICA-benefit expenditure related to salary

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$192
Budgeted Expenditures in SFY 2023	\$192
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$384</u>

Status

Task Force Review

Line Item ID: 462-3-0005

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

Inst.Tech Equip.

Account Number

66672

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

Student Chromebooks-USD 462 plans to replace older student chromebooks with updated student devices on a 2 year plan. (SFY 2022 and SFY 2023) An upgrade and replacement to our current student computer inventory will allow USD 462 students and teachers to access and increase the volume of academic information to students, be more interactive with students, and allows for USD 462 students to use programs in a more effective manner. With this upgrade in student computer devices, USD 462 seeks to begin academic recovery and address any learning loss of all students related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. An upgraded computer inventory is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. In the event USD 462 has to or needs to return to remote learning in the future, these upgraded Chromebooks will be crucial to access technology for their instruction. 300 students@\$299 per Chromebook = \$ 89,700

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$44,850
Budgeted Expenditures in SFY 2023	\$44,850
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$89,700

Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 462-3-0006

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

Soc. Worker HS Salary

Account Number

66634

Function Code

2113 - Social Work Services

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

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

USD 462 plans to use ESSER III monies for salary of a Certified School Social Worker at the 7th-12th Grade level. USD 462 seeks to not only address academic recovery, and learning loss of students, but also confront social, emotional and mental health issues staff, students, and parents may experience related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Employment of a 7-12th Grade Social Worker is intended to restore student academic growth, provide support to staff, students, and parents, and close achievement gaps that may have been exacerbated due to social, emotional, and mental health issues directly related to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$55,000
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Budgeted Expenditures in SFY 2023	\$55,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$110,000
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Status

Task Force Review

Line Item ID: 462-3-0007

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

Soc. Worker HS FICA

Account Number

66633

Function Code

2113 - Social Work Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

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

Social Worker FICA-benefit expenditure related to salary

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$4,262
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Budgeted Expenditures in SFY 2023	\$4,262
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$8,524
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Status

Task Force Review

Line Item ID: 462-3-0008

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

Soc. Worker Elem. Salary

Account Number

66634

Function Code

2113 - Social Work Services

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

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

USD 462 plans to use ESSER III monies for partial salary of a Certified School Social Worker at the PreK-6th Grade level. USD 462 seeks to not only address academic recovery, and learning loss of students, but also confront social, emotional and mental health issues staff, students, and parents may experience related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Employment of a PreK-6th Grade Social Worker is intended to restore student academic growth, provide support to staff, students, and parents, and close achievement gaps that may have been exacerbated due to social, emotional, and mental health issues directly related to the pandemic. Remainder of Social Worker salary is paid by MHIT Grant.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$6,000
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Budgeted Expenditures in SFY 2023	\$6,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$12,000
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Status

Task Force Review

Line Item ID: 462-3-0009

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

Social worker Elem. FICA

Account Number

66634

Function Code

2113 - Social Work Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

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

Social Worker Elem. FICA-benefit expenditure related to salary

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$152
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Budgeted Expenditures in SFY 2023	\$152
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$304
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Status

Task Force Review

Line Item ID: 462-3-0010

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

Tchr. Aide Salary

Account Number

66635

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Employing 2 extra Reading Aides and using KSDE approved evidence based practices of small-group instruction, and small group interventions, USD 462 seeks to begin academic recovery and any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Employing 2 Reading Aides is intended to restore student academic growth and close achievement gaps that may have been exacerbated lost due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$20,550
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Budgeted Expenditures in SFY 2023	\$20,550
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$41,100
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Status

Task Force Review

Line Item ID: 462-3-0011

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

Tchr. Aide FICA

Account Number

66666

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Reading Aide FICA-benefit expenditure related to salary

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$1,572
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Budgeted Expenditures in SFY 2023	\$1,572
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$3,144
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Status

Task Force Review

Line Item ID: 462-3-0012

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

Inst. Supplies

Account Number

66673

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

Using the KSDE approved Amplify Reading Curriculum, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Amplify Reading curriculum is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$48,955
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$53,955</u>

Status

Task Force Review

Line Item ID: 462-3-0013

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

Inst. Supplies

Account Number

66673

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

Using the KSDE approved Really Great Reading Program, USD 462 seeks to begin academic recovery and address learning loss from students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Really Great Reading Program is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,800
Budgeted Expenditures in SFY 2023	\$2,800
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,600</u>

Status

Task Force Review

Line Item ID: 462-3-0014

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

Inst. Supplies

Account Number

66673

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

Using the KSDE approved Read Naturally Program, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Read Naturally Program is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$750
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Budgeted Expenditures in SFY 2023	\$750
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$1,500</u>
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Status

Task Force Review

Line Item ID: 462-3-0015

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

Custodial Salary

Account Number

66630

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

Extra Custodial Hrs-Salary for addressing extra and more sanitation/hygiene time needed for pandemic related duties. The addition of this person for sanitation/hygiene purposes will help to protect our schools from the spread of Covid-19 and its variants. In addition this position will help our students and staff have a safe, healthy place for instruction and learning. 1 extra custodial staff member, 1216 work hours @ \$13.16 per hour.

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

Task Force Review

Line Item ID: 462-3-0016

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

Custodial FICA

Account Number

66667

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

Extra Custodial FICA-benefit expenditure related to salary

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,224
Budgeted Expenditures in SFY 2023	\$1,224
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,448</u>

Status

Task Force Review

Line Item ID: 462-3-0017

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

Prof. Dev Tchr./Aides

Account Number

66669

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

USD 462 plans to pay Certified Staff a rate of \$20 per hour for Non-Contract time that is needed for USD 462 to begin academic recovery and address any learning loss of students related to the pandemic. This includes development of academic strategies for students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Using Non-Contract time to develop strategies is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$8,800
Budgeted Expenditures in SFY 2023	\$8,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$16,800</u>

Status

Task Force Review

Line Item ID: 462-3-0018

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

Extra Duty FICA

Account Number

66668

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

Non Contract Time Salary FICA-benefit expenditure related to salary

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$675**Budgeted Expenditures in SFY 2023** \$675**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,350**Status**

Task Force Review

Line Item ID: 462-3-0019

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

Soc/Emot Curr

Account Number

66673

Function Code

1000 - Instruction

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

USD 462 plans to use the KSDE approved and evidence based The Leader in Me Leadership Program with PK-12th Grade and Staff. USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. By implementing the The Leader in Me Leadership Program District wide for staff and students it is intended to restore student academic growth, close achievement gaps, and address Social-Emotional Issues that may have been exacerbated due to the pandemic. The Leader in Me Leadership Program will lay the foundation for sustained academic achievement and recovery from the pandemic.

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** \$0**Total Expenditures** \$40,000**Status**

Task Force Review

Line Item ID: 462-3-0020

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

Prof. Dev Tchr./Aides

Account Number

66674

Function Code

1000 - Instruction

Object Code

350 - Technical Services

Allowable Use

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

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

USD 462 plans to utilize Educational Service Centers (Orion&Greenbush) for Professional Development of Certified Staff. In having staff attend academic professional development seminars, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. By having staff attend these seminars, the intention is to restore student academic growth, close achievement gaps, and address Social-Emotional Issues that may have been exacerbated due to the pandemic. We have approximately 30 Certified Staff members in our district with an anticipated cost of \$300 per staff member. ESSER III Funds will be used to pay for USD 462 base membership fees (\$9500 for each year the next 2 years SFY 2022 and SFY 2023) related to School Academic Improvement Services.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,500
Budgeted Expenditures in SFY 2023	\$9,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$19,000</u>

Status

Task Force Review

Line Item ID: 462-3-0021

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

Tchr Salary/Tchr. Aide/Custodial

Account Number

66669

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Provide retention-incentive pay for the purpose of retaining staff and recognizing that staff has used non contract time for the purpose of academic recovery, addressing learning loss, and meeting social emotional needs of students that have been affected by the COVID pandemic. USD 462 needs to retain current staff. We lost 33% of staff due to COVID 19 issues. USD 462's intention is to provide a stipend using ESSSER III Monies to retain more staff, and entice staff to continue working for USD 462.

\$500 per Full time staff and \$250 for part time staff. Once during the SFY 2022 and once during SFY 2023. 26 Teachers, 13 Classified employees, 1 School Nurse, 2 Social Workers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$21,000
Budgeted Expenditures in SFY 2023	\$21,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$42,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 462-3-0022

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

Inst. Supplies

Account Number

66673

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

Using the KSDE approved College readiness software and materials such as Xello, and ACT Prep, USD 462 plans to assist students to build self-knowledge, and explore post-secondary opportunities that may have gone off-track due to the pandemic.

With Xello USD 462 seeks use these materials for a K-12 online program that fully engages every student in building the skills, knowledge, and plans for future success — regardless of background, ability, low income, disability or race.

ACT Prep materials will assist USD 462 in addressing students who seem less inclined to enroll in college because they were so uncertain of what school would look like. The experience of switching from in-person to virtual learning and back again has taken a toll.

Due to the effects of Covid-19, USD 462 students have not engaged in the same amount of College/Career activities, or had access to skill development to be career ready. ESSER III Funds would be used to address these issues.

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	<u>\$6,000</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

Inst. Supplies

Account Number

66674

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

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

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

Using the KSDE approved Multi-Tier System of Supports remedial practice , USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Multi-Tier System of Supports is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. Professional Teacher Development provided by Orion Educational Service Center mainly for Grades 7-12. Orion provides guidance to Principals and certified staff as related to organizing, coordinating, and managing the effective practice of MTSS. Some of this Professional Development will be done during USD 462 Inservice Days.

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

Status

Task Force Review

Line Item ID: 462-3-0024

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

Rdg. Coach

Account Number

66669

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

Paying a stipend to a Certified Teacher to serve as a Reading Coach, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. It is anticipated that non contract time will be utilized to identify, prepare, organize and distribute reading curriculum for staff. Implementing a Certified Teacher to act as a Reading Coach is intended to restore student academic growth and close achievement gaps that may have been exacerbated lost due to the pandemic.

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

Line Item ID: 462-3-0025

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

Rdg Coach FICA

Account Number

66668

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

Rdg. Coach FICA-benefit expenditure related to salary

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$229
Budgeted Expenditures in SFY 2023	\$229
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$458</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

Prof. Dev.

Account Number

66674

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

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

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

In using KSDE Evidence-Based Approved Practices, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Providing Staff Development and implementing the KSDE approved practices is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. USD 462 plans to have Certified Staff attend Professional Development that addresses Cognitive Guided Instruction, Core Language Arts, Read Naturally, Bridges in Mathematics, Differentiated Instruction, Trauma Informed Student Crisis Intervention and CHAMPS.

Cognitive Guide Instruction 12 Teachers SFY 2022 \$4680 SFY 2023 \$4680

Core Lang. Arts 30 Teachers SFY 2022 \$11120 SFY 2023 \$11120

Read Naturally 30 Teachers SFY 2022 \$1500 SFY 2023 \$1500

Bridges in Mathematics 12 Teachers SFY 2022 \$2100 SFY 2023 \$2100

Differentiated Instruction 30 teachers SFY 2022 \$2250 SFY 2023 \$2250

Trauma Informed 30 Teachers SFY 2022 \$1250 SFY 2023 \$1250

Champs 30 teachers SFY 2022 \$2100 SFY 2023 \$2100

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

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

Go Guardian

Account Number

65770

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

Go Guardian is a tool that provides insights into our students' online behavior. Go Guardian alerts allow USD 462 staff to identify those children and students in need of extra academic attention and counseling which will help USD 462, its students and families.

USD 462 staff will utilize Go Guardian to ensure that students are following the lesson, monitor student progress while using Chromebooks. Using Go Guardian will assist USD 462 to begin academic recovery and address any learning loss of all students related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Go Guardian is intended to help restore student academic growth and close achievement gaps that may have been exacerbated lost due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,125
Budgeted Expenditures in SFY 2023	\$4,125
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$8,250</u>

Status

Task Force Review

Line Item ID: 462-3-0029

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

Technology Tech Aide

Account Number

66676

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

Tech. Aide Hrs.-Part time personnel employment hours for addressing increase in technology issues due to anticipated extra usage related to extra and new inventory. USD 462 plan on utilizing extra tech hours for teacher and student support with technology devices. With properly operating technology, USD 462 seeks to begin academic recovery and address any learning loss of all students related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. An upgraded computer inventory, in good working condition is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. 1 technology aide, 60 extra hours= \$725

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$725
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Budgeted Expenditures in SFY 2023	\$725
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$1,450</u>
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Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 462-3-0030

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

Tech Aide FICA

Account Number

66677

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

Tech Aide FICA-benefit expenditure related to salary

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$56
Budgeted Expenditures in SFY 2023	\$56
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$112</u>

Status

Task Force Review

Line Item ID: 462-3-0031

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

After School Tutor

Account Number

66635

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

By implementing a Non School Day Extended Learning Program and an after school tutoring program, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing a Non School Day Program and an After School Tutoring Program is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. ESSER III Funds received will be used to pay staff \$25 per hour for monitoring and supervising these programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,500
Budgeted Expenditures in SFY 2023	\$2,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,000</u>

Status

Task Force Review

Line Item ID: 462-3-0032

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

After School FICA

Account Number

66677

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

Benefit expenditure related to after school salary and non school day salary

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$195
Budgeted Expenditures in SFY 2023	\$195
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$390</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0482

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>
Dighton	710 E Lincoln St, Dighton, KS 678390878	Box 878, Dighton, KS 678390878
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Angela Lawrence	alawrence@usd482.org	(620) 397-2835

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Angela Lawrence	Superintendent	alawrence@usd482.org	(620) 397-2835
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Kaylee Martindale		kmartindale@usd482.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.usd482.org/565784_3

Use of Funds for CDC Guidance

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

USD 482 plans to make needed repairs to improve the Air Quality in our building on our current HVAC systems with the expectation to help filtrate the air quality to mitigate the spread of all viruses, including Covid 19. The district will also use ESSER III funds to purchase an additional floor scrubber and water bottle fill stations to help with sanitation of our facilities and with the mitigation of the spread of Covid 19.

The district biggest immediate need for the district is to address the learning loss of all subgroups through the development of creating and implementing a robust tiered system of support. The district has engaged staff in professional development on the following topics-the Science of Reading, Trauma Informed Practices, Student Intervention Team process, Curriculum alignment and the social-emotional wellbeing of students and staff. This training has helped the staff develop meaningful programs to address individual student needs and close the learning gaps. The district spent time assessing technology programs and curriculum to address specific learning losses at all levels. These licenses will provide students and teachers with individual skills tailored to students' specific needs and data to support teacher efforts in instructional planning. The district will continue to implement research based interventions. Additionally, with the ESSER III allocation the district has hired an Interventionist to help assist our Tier II and Tier III students.

The district continues to retain a Social-Emotional Counselor to support efforts in meeting the overall health and well being of our students. This counselor is a licensed social worker that meets with individual students and provides group therapy for Pre K-12. This position is instrumental in providing needed emotional support for our students to be academically successful.

The district will continue to offer Premium Pay for the recruitment and retention of all staff.

Stakeholder Engagement

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

Students

Students were afforded the opportunity to respond to the stakeholder survey during Hornet Hour the fall of 2022. Over 90% of the students participated in the survey. Overwhelmingly, the students requested more help with core curriculum and work environment experiences. Additionally, the students did talk about the need for social emotional support to address overall health and well-being as it relates to coping with the added pressure and stresses caused by the closure of school, safe return to school and learning loss they experienced.

Families

All families had an opportunity to participate in a survey that was provided on our Facebook page, on our school website and also at Parent/Teacher Conferences in the fall of 2021. We received approximately 122 responses and the top concerns of families included teacher retention and recruitment, HVAC air quality and enhanced cleaning and sanitation of all district facilities to help mitigate the spread of Covid 19. Focus groups of families emphasized to the District the importance of keeping students in school with face to face instruction.

School and District Administrators including Special Education Administration

The Superintendent and Building Principals reviewed the survey data and consulted with the Director of our Special Education Cooperative (SKACD 613) to determine the priorities of the district. These conversations revealed that the district could benefit from professional development for all staff to enhance our tiered system of support for student learning, evaluate the core curriculum, improve student engagement and engage staff in professional development regarding Trauma Informed Practices, Student Improvement Team process, the Science of Reading and training on how to administer and analyze the results of Fastbridge.

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

USD 482 required each Teacher, Administrator, Paraprofessional, Custodians, Food Service and Bus Drivers complete this survey. USD 482 provided staff the time to complete this survey at an Inservice on January 4th, 2022. The Board of Education and Administration did engage in conversations with the Dighton Teachers Association during negotiations regarding teacher retention and recruitment possibilities including additional compensation upon the safe reopening of schools. The BOE completed this survey in the fall of 2021.

Tribes

There is no Tribal property within the boundary of District 482. However, our survey results indicated that three participants identified as this subgroup. The stakeholder subgroup indicated that enhancements to our Core Curriculum that was culturally aware of this population is extremely important.

Civil Rights Organization including Disability Rights Organizations

We contacted the Kansas Action for Children for their suggestions regarding our ESSER III application and any suggestions that they might have regarding the Civil Right of children.- Below are the suggestions that were provided.

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

Survey results were reported for the following subgroups were identified as their ESSER III preferences:

Children with Disabilities-there were eight responses in this subgroup. Their preferences included private tutoring and more 1:1 instruction for students. Additionally, we spoke with our SPED teachers and they recommended the following: Hiring more paraeducators to help facilitate more 1:1 instruction.

ELL-There were five responses from stakeholders to our survey and their preferences included Bilingual Education/instructor and the availability of Tutoring or Afterschool programs. Additionally we spoke to teachers with the ESOL endorsement and they all recommended that the district continue to actively pursue hiring an ELL certified instructor to meet the needs of this population

Children experiencing Homelessness-There were two responses from representatives of this subgroup and their preferences include Tutoring and more 1:1 assistance for this subgroup. In conversations with Focus Groups regarding student Homelessness the district worked with local churches and philanthropic organizations to create and stock a school wide food pantry for student use.

Children in Foster Care-there were three survey responses representing this subgroup. Their preferences included in person learning for all students and hands on learning, and Educators on site face to face.

Migrant-We had two survey responses representing this subgroup. Their preferences included Bilingual Education, in person learning and additional paraeducator support.

Children that are Incarcerated-We have 0 incarcerated students at this time.

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

USD 482 made a concerted effort to reach all stakeholder groups through the use of a Google Survey that we posted on our website as well as, our Facebook page with the survey link. We included a special post on both our facebook page and website that allowed for public to pick up a hard copy of the survey if they were not comfortable completing the survey on line. The results from the paper surveys was included in the analysis of our data. We also did a robo call through our SIS that provided a link to the stakeholder engagement survey.

We received 26 community survey responses total. The community responses to the survey indicated a preference of providing a core curriculum and adequately preparing students for post secondary success.

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.

It is very evident to USD 482 staff and administration that Covid 19 impacted all of our students in some way. USD 482 had an enrollment of 236 students Pre K-12. At the beginning of the closure of schools, the district was not fully equipped for all students Pre K-12 to have a device that was suitable for remote learning. The district continues to assess the number of suitable devices for student learning. The district did acquire additional devices and hot spots to provide 1:1 devices and connectivity to all students Pre K-12.

It was realized during the Safe Return to school in the fall of 2020, that all students were impacted in some way either socially, emotionally or mentally, or in some cases all areas. It was quickly discovered through normal assessment protocols that the learning loss among all levels of students was very prominent. This testing allowed teachers to design instruction tailored to individual needs of students and evaluate current curriculum, resources and instructional practices. The learning loss for all students is being addressed through the implementation of a Tiered System of Support with research based interventions, additional educator support including an Interventionist. Students needing additional instruction to address learning deficits, were provided services through tutoring before and after school and during staff plan periods.

Since the safe reopening of schools, the district enrollment continues to grow from 236 students (PreK-12) in 2020 to 261 PreK-12 students as of September 20, 2022.

The district does continue to notice the impact of Covid 19 as it relates to the learning loss and the social and emotional health and well-being not only to the identified subgroups but to the new comers to our district as well.

The data from our KCTC survey indicates that students are struggling with multiple issues that are impacting their mental health. Students report much more anxiety which leads to self medicating through increased alcohol usage, increased drug usage (both prescription and illegal), self-harm and increase in suicidal ideation. Many students are seeking counseling from outside agencies in addition to the services we are able to provide from our staff. These heightened behaviors in students also lead to extra stress for classroom teachers and staff. Staff mental health well-being and teacher burnout because of the additional stress they are experiencing coping with students and maintaining their own health is a very big concern for the district.

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

The 20 % set aside for Learning Loss will be used to purchase our progress monitoring and screening software (Fastbridge) and software intervention programs for our Tier II and Tier III students as well as subgroups identified with learning loss. Additionally, we hired an Interventionist to support and meet the needs of students with learning loss.

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

The District will use the remaining ARP ESSER funds for the needed HVAC Repairs to improve Air Quality; additionally, the district will purchase a SEL Curriculum and hire an SEL Counselor and pay her salary to improve the safety, well-being and overall, general health of all subgroups. Finally, the district will purchase a floor scrubber and Water Bottle Fill Stations to replace existing water fountains. The purchase of these two items will help improve the overall sanitation and cleanliness and mitigation of the spread of the Covid 19 virus.

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

The district will analyze Fastbridge data with progress monitoring and screening. We will monitor the number of students needing Tier II and Tier III support and provide a robust Tiered System of Support including research based interventions to help decrease the number of Tier II and Tier III students.

The district will analyze the data from the annual KCTC survey and data from SABERS SEL survey of students. The analysis of this data will provide a clear picture of students' health and well being. Information received from these sources will allow the District to provide services and support to those students through the use of our SEL Counselor and provide our staff additional professional development in specific areas of need as revealed by the data.

The facilities expenditures (HVAC repairs, Water bottle filler stations and Floor Scrubber) will be used to improve the Air Quality and sanitation of all facilities and will be measured by the reduction in Absenteeism of students and staff due to sickness caused by Covid 19.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$278,253	\$0	\$278,253	ESSER III Allocations	\$55,651
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$278,253	\$0	\$278,253	Amount Still Needed	\$55,651
In Review Total	\$176,779	\$0	\$176,779	In Review Total	\$99,992
Amount Left	\$101,474	\$0	\$101,474	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
482-3-0001	Direct	True	1000	735	12	\$35,772	Task Force Review
482-3-0002	Direct	True	1000	735	12	\$2,080	Task Force Review
482-3-0003	Direct	False	2600	600	7	\$8,780	Task Force Review
482-3-0005	Direct	True	1000	110	12	\$62,140	Task Force Review
482-3-0007	Direct	False	1000	151	16	\$13,000	Task Force Review
482-3-0008	Direct	False	2113	340	9	\$14,000	Task Force Review
482-3-0009	Direct	False	2120	110	10	\$41,007	Task Force Review

Line Item Details

Line Item ID: 482-3-0001

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 Fund

Account Number

89

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

Purchase Intervention Software to support learning loss that was caused by the pandemic for our Tier II and Tier III students including students with Disabilities, ELL students, and Migrant students. IXL license, Accelerated Reader and STAR, LEXIA and ZEARN

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$17,886

Budgeted Expenditures in SFY 2024 \$17,886

Total Expenditures \$35,772

Status

Task Force Review

Line Item ID: 482-3-0002

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 Fund

Account Number

89

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

Purchase FastBridge to determine student learning loss caused by the Pandemic

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$1,040

Budgeted Expenditures in SFY 2024 \$1,040

Total Expenditures \$2,080

Status

Task Force Review

Line Item ID: 482-3-0003

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 Fund

Account Number

89

Function Code

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

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

Purchase a floor scrubber to mitigate Covid 19 virus within our facilities and was a priority of our parent sub group

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$8,780

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$8,780

Status

Task Force Review

Line Item ID: 482-3-0005

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 Fund

Account Number

89

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

Hire an Interventionist to support students with learning loss- due to Covid 19 this includes migrant, ELL and Tier II and Tier III students.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$31,070
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Budgeted Expenditures in SFY 2024	\$31,070
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Total Expenditures	\$62,140
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Status

Task Force Review

Line Item ID: 482-3-0007

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 Fund

Account Number

89

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

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

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

Premium pay for the retention and recruitment of employees (60 staff) including employer costs at a rate of \$500/certified employee.

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

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

Budgeted Expenditures in SFY 2023	\$6,500
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Budgeted Expenditures in SFY 2024	\$6,500
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Total Expenditures	\$13,000
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Status

Task Force Review

Line Item ID: 482-3-0008

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 Fund

Account Number

89

Function Code

2113 - Social Work Services

Object Code

340 - Other Professional Services

Allowable Use

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

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

Purchase SEL curriculum to assist students with the overall well being and health as it impacts learning due to Covid 19. The SEL curriculum that will be purchased and implemented PreK-12 is 7 Mindsets.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,000
Budgeted Expenditures in SFY 2024	\$7,000
Total Expenditures	<u>\$14,000</u>

Status

Task Force Review

Line Item ID: 482-3-0009

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 Fund

Account Number

89

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

Hire a SEL Counselor to assist student with the overall well being and health as it impacts their learning and success related to Covid 19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,503
Budgeted Expenditures in SFY 2024	\$20,504
Total Expenditures	<u>\$41,007</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0506

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>
Labette County	401 S. High School, Altamont, KS 673300189	Box 189, Altamont, KS 673300189
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
John Wyrick	jwyrick@usd506.org	(620) 784-5326

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Johnny Wyrick	Superintendent of Schools	jwyrick@usd506.org	(620) 517-0051
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Shane Holtzman	sholtzman@usd506.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.

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.usd506.org/vimages/shared/vnews/stories/60ca1fe2b6c27/2021-2022School%20Reopening%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 school district has relied on the Labette County Health Department and Community Health Center of Southeast Kansas as our guide for making COVID mitigation decisions. Throughout the pandemic, USD 506 has made changes to our procedures as new guidance has become available (i.e., KDHE, CDC, and local officials).

We will continue to follow health officials' guidance as COVID continues to evolve. Implementation of COVID protocols in our schools will continue to evolve as guidance is provided. Moving forward, as recommended by our health department, we will continue our COVID testing program for staff and students. This will allow us to identify individuals who may be COVID-positive and also help us keep students/staff in school who may have otherwise been quarantined. To keep this practice in place, we plan to retain the services of our testing team with the assistance of KDHE and ESSER III Funds. In addition, we will keep PPEs (masks, hand sanitizer, food service equipment that will allow for social distancing, shields, etc.) in stock and continue to provide options/products for proper social distancing, especially in the area of food service.

We also plan to continue the employment of three full-time school therapists and four school nurses. Additional positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs. Through stakeholder input, we have garnered support for the preventions and strategies mentioned earlier. The main theme of our stakeholders is to do whatever is necessary to keep our students in school.

Stakeholder Engagement

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

Students

In order to address the needs of and to support our children with disabilities, children living in foster care, children living in poverty, children experiencing chronic absenteeism, and those under the IDEA without an IEP, but have a 504, the superintendent and building administrators intentionally invited these subgroups to be part of the ESSER III conversation. Forty-eight percent of the students who participated in the conversation were identified as in need of special education services, 56% qualified for free or reduced meals, 0% met the guidelines for homeless, and 4% experienced chronic absenteeism during the 2022 academic year.

The superintendent and building administrators met with fifty (50) students from our underrepresented population attending our five K-8 attendance centers and Labette County High School to discuss the proposed ESSER 3 plan. Our focus centered on those student groups most impacted by the pandemic. During the meetings; we provided copies of the Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs document (FAQ Guide) for our students to use as we conversed. In the end, our students had a better understanding of how ESSER III funding could be used to address needs brought about as a result of COVID.

More specifically they asked if funding could be used to address social-emotional learning, health/safety, equipment to provide hands-on experiences, and other key areas lost due to the many facets of COVID. (i.e., equipment, student depression, hygiene, comfort in classrooms or lack of comfort, outdoor learning opportunities, and school safety). Feedback was noted and shared with our district's ESSER committee.

Our students were very appreciative of the opportunity to provide input and the opportunity to be heard. Again, the top areas of concern, according to our students, were as follows:

1. Facility upgrades that support student health needs (HVAC, Windows, Doors).
2. Social-emotional and how Covid has impacted the way they learn and navigate through the academic day.
3. Outdoor learning and opportunities to upgrade equipment in our career and technical education classrooms. Students were not allowed to participate in internships due to the pandemic. Employers were not as willing to allow our students the opportunity to interact with their businesses or employees. Our students asked if we could utilize ESSER money to upgrade our CTE equipment to allow them the opportunity to bring modern industry experiences onto our campus.

Families

The district office sent an email to every USD 506 parent/guardian who had a child enrolled in our district. The

correspondence, from 69 respondents, explained that ESSER III guidelines and procedures 506 are required to meet for funds to be spent. Families and/or guardians were provided with a link to a survey and were encouraged to complete the survey.

In addition, the superintendent has visited with the board, during regularly scheduled meetings, and has provided them with updates from our district ESSER III committee meetings. Mr. Shane Holtzman, Assistant Superintendent, organized the ESSER III committees as a way to seek input from community members, business leaders, staff, and administrators. The committee is scheduled to meet quarterly.

As with other groups and organizations, there was some variance in the thinking of how ESSER III funding should be allocated to address learning loss as a result of Covid-19. Below is a breakdown of the sixty-nine (69) participants in how they identified their role with the district and the most important areas to address as a result of learning loss.

Question Title: Please identify your stakeholder affiliation: Number of responses: 69

1. USD 506 Parent- 15.9%
2. USD 506 Staff Member- 78.3%
3. USD 506 Student- 1.2%
4. USD 506 Community Member- 0.4%
5. Outside Agency and/or Representative- 4.2%

Question Title: Please check all that you would like considered: Number of responses: 69 responses.

Topics Suggested for Expenditure of ESSER III Funds:

1. Summer learning programs-21 (30.4%)
2. After-school tutoring programs-31 (44.9%)
3. Additional personnel support for academic intervention-38 (55.1%)
4. Additional behavioral support and interventions-29 (42%)
5. Additional instructional materials and resources (software, textbooks, curriculum, etc.)-34 (49.3%)
6. Capital projects (Replace doors, windows, carpet, tile, HVAC, and other maintenance expenditures)-49 (71%)
7. Expanded outside social and emotional/mental health services-16 (23.2%)
8. Expanded school health office personnel hours for the health, safety, and support of the student body-26 (37.7%)

Other Topics Suggested for Expenditure of ESSER III Funds Included:

1. Summer learning programs, After school tutoring programs, Additional personnel support for academic intervention, Additional behavioral support, and interventions, Additional instructional materials, and resources (software, textbooks, curriculum, etc.), Expanded outside social and emotional/mental health services, Expanded school health office personnel hours for health, safety, and support of the student body,
2. Capital projects (Replace doors, windows, carpet, tile, HVAC, and other maintenance expenditures)
3. Additional personnel support for academic intervention, Additional instructional materials and resources (software, textbooks, curriculum, etc.), Expanded school health office personnel hours for health, safety, and support of the student body
4. Capital projects (Replace doors, windows, carpet, tile, HVAC, and other maintenance expenditures)
5. Expanded school health office personnel hours for the health, safety, and support of the student body
6. After-school tutoring programs, Additional instructional materials, and resources (software, textbooks, curriculum, etc.), Capital projects (Replace doors, windows, carpet, tile, HVAC, and other maintenance expenditures)
7. Additional instructional materials and resources (software, textbooks, curriculum, etc.), Capital projects (Replace doors, windows, carpet, tile, HVAC, and other maintenance expenditures)

School and District Administrators including Special Education Administration

Unified School District 506 employ 10 full-time administrators, a director of food service director, 2 maintenance directors, a director of technology, and 1 transportation director. We also have a shared Special Education Director with the SEK Special Education Cooperative. The administrative team placed an additional emphasis on students that are experiencing learning loss and specific subgroup populations.

All parties have been actively involved since the beginning of September 2021 in the development of the ESSER III Plan. Bi-weekly and monthly meetings have taken place to discuss needs and ways Federal money could be utilized to address the identified areas of concern for our district. In addition, all school administrators and special education administrators have participated in various community meetings and other venues where ESSER III has been the main topic of conversation.

Again, our administrative team has met regularly to review the needs of our student and staff populations at the building and district levels. These meetings have included a survey review 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.

-Facility upgrades that support student health needs (HVAC, Windows, Doors).

-Social-emotional and how Covid has impacted the way they learn and navigate through the academic day.

-Outdoor learning and opportunities to upgrade equipment in our career and technical education classrooms. Students were not allowed to participate in internships due to the pandemic. Employers were not as willing to allow our students the opportunity to interact with their businesses or employees. Our students asked if we could utilize ESSER money to upgrade our CTE equipment to allow them the opportunity to bring modern industry experiences onto our campus.

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 superintendent and/or assistant superintendent of schools has met with all staff in the district on multiple occasions from September 2021 to May 2022 during scheduled staff meetings, in-service days, and administrative meetings to discuss the ESSER III plan and guidelines for how money may or may not be spent.

All staff included classified and certified. During these meetings, district administrators explained the ESSER III application process and specifically, the allowable uses that might be considered for ESSER III funding. Building principals met bi-weekly or monthly with district administration during administration meetings to discuss ESSER and their identified needs. Building administrators were tasked to address the ESSER III plan during their respective staff meetings (i.e., September through April 2022).

In addition, the school district met directly with the Labette County Teachers Association to address the funding needs of students, the community, and staff. Lastly, all parties in this group were invited to complete the ESSER III funding survey to provide input and prioritize the possible funding request for allowable uses.

Tribes

Our student information system, PowerSchool, indicates that we have 214 students/staff in the district who identify as Native American. There is no tribal reservation within the boundaries of USD 506. Unified School District 506 has participated in the Indian Education Grant Program for over 15 years. Our application for the school year 2022-23 under the Indian Education Formula Grant Program for Local Education Agencies, Title VI of the Elementary and Secondary Education Act, has been reviewed and approved by the Office of Indian Education. Our Indian education grant director, Mr. Chris Kastler, has personally reached out to each of our identified families through face-to-face contact and/or through a personal email that detailed the ESSER III application process and the allowable uses that might be considered for funding.

All USD 506 families were provided with the online survey and allowed to express their perceived needs, educationally and emotionally, for continuing and new resources that might be considered with ESSER III funding. The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 - continuing technology upgrades, #2 - expanded social/emotional/mental health services, and #3 - after school programs to support academics.

Furthermore, our district has reached out to and corresponded with Krista Pierce, the Higher Education Director for Quapaw Nation, and Dakota Thompson, Education Specialist for Cherokee Nation, regarding various ways we can help our Native American population. Given the fact that we are geographically located along with Oklahoma and headquarters to several tribes, including the Quapaw and Cherokee Tribe, we have made it a priority to address the needs of our Native American student population. Those needs include extended day and extended year opportunities, specifically after-school/ summer school and tutoring programs.

Civil Rights Organization including Disability Rights Organizations

Unified School District # 506 consulted the KSDE toolkit regarding Civil Rights Organizations, including Disability Rights Organizations. The organizations listed include ACLU-Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas, Kansas NAACP, and other Kansas Disability Advocacy Organizations. Our outreach and research found no local chapters of the organizations listed.

The district, and Superintendents in Cherokee County and Chetopa - St. Paul, also reached out to Lane Williams, the legal director for the Disability Rights Center of Kansas. He provided this input that we took into consideration when developing our plan:

"The Disability Rights Center of Kansas supports schools in Kansas that are trying to obtain additional educational support and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit that provides legal advocacy services to clients on various disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally before the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after-school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic."

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

Data from our school information system indicates that we do not have any students identified as homeless, migrant, or incarcerated. To seek input from parents/guardians for students with disabilities, English learners, in foster care, and other underserved students, the district sent an email to the parents/guardians explaining the ESSER III application process and the allowable uses that we may consider to request ESSER III funding. The district will continue to monitor our SIS for students that are homeless, migrant, and incarcerated; and provide meaningful consultations as needed.

In this email, they were invited to complete an online ESSER III survey to provide personal input. The administration also had personal face-to-face communication with ESOL parents and students in Foster Care to better explain the ESSER III application (i.e., site council meetings, and parent-teacher conferences). In addition to reaching out to our parents/guardians of students with disabilities, we also requested input from our local special education cooperative for their input on how we can better serve this population moving forward in regard to the COVID pandemic and its aftermath. Below is a breakdown of our survey information:

Self/Parent/Guardian/Representative for a child with disabilities: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were:

- #1 - additional support for academic intervention
- #2 - additional instructional materials and resources
- #3 -continuing technology upgrades.

Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (ESOL): The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -additional personnel and staff support for academic intervention, #2 - additional instructional materials and resources, and #3 -facility health upgrades.

Self/Parent/Guardian/Representative for a child in foster care: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were:

- #1 -facility health upgrades
- #2 - additional instructional materials and resources
- #3 -continuing technology upgrades.

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

The public is welcome and encouraged to provide patron comments during our Board of Education meetings. Since August of 2021, Return to School and/or Covid Mitigation has been an item of discussion at our board meetings. The information discussed at that time has been noted in our board updates to our patrons.

In addition, we made a survey link available to our district stakeholders to provide input on what they perceived would be the greatest needs in our school district to address student needs in regard to COVID and its aftermath. The district office also reached out to our various civic groups and the Labette County Commissioners to help solicit input from our business community. An email that detailed the ESSER III application process and the allowable uses that might be considered for ESSER III funding was sent to the Labette County Economic Development Director. He was invited to complete an ESSER III funding survey to provide individual input. The district also reached out to our public for input at PTO, Site Council, and Strategic Planning Committee Meetings.

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

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

As one of the most disrupted school years draws to a close, it is time to take stock of the impact of the pandemic on student learning and well-being. Although the 2021–22 academic year ended on a high note—with rising vaccination rates, in-person graduations, and access to in-person learning for 99.2 percent of students—it was as a whole perhaps one of the most challenging for educators and students in our district’s history.

During the 2021-22 school year, all five PreK-8 attendance centers and our high school campus were open and in session for face-to-face instruction. However, Covid proved to be a challenge and provided many opportunities for our administration, staff, and parents to learn how to be more flexible as the district navigated its way through the pandemic. All of our buildings faced disruptions and had to change the way instruction was delivered to our children. Covid was real and the impact was felt across USD 506. Our district created and maintained a COVID-19 data dashboard where administration, board members, staff, and patrons could see how many staff and students have tested positive or are absent because of COVID-19 in each of our attendance centers. A link to our dashboard was shared with those who had a child enrolled in and attending one of our schools. The link was also available on our district website. Data pulled from our dashboard show 3,118 students and 375 staff members were infected with COVID during the 2021-2022 school year (including students and staff that were infected more than once). In addition, we had 15,082 students and staff members who were in quarantine and not able to be in school at some point during the year (including students and staff that were infected more than once).

Our analysis shows that the impact of the pandemic on our K–12 student learning was noticed, leaving some students in our primary grades (K-3) on average 1-2 months behind in mathematics and 1-2 months behind in reading by the end of the school year. The pandemic widened preexisting opportunity and achievement gaps, hitting our at-risk, special education, and disadvantaged students hardest. In math, some students with an individual education plan and at-risk students ended the year further behind as compared to their peers.

Our chronic absenteeism rate at the high school and in several of our PreK-8 attendance centers was higher than in pre-pandemic years. And the crisis/pandemic had an impact on not just academics but also the broader health and well-being of our students, with more than 35 percent of parents very or extremely concerned about their children’s mental health.

Below is a PreK-8 and high school analysis of how the pandemic has impacted student learning and social/emotional development/progress of our students:

Altamont Grade School, Bartlett Grade School, Edna Grade School, Meadow View Grade School, and Mound Valley Grade School (PreK-8):

All students K through 8th grade take the Fast Bridge Assessment (Universal Screener). This data is used to drive our intervention program(s) and provides information for our instructors as they develop strategies for each child enrolled in their respective class. The data also provides information on where reading and math gaps are, so our instructors can pinpoint the exact need and make a plan to support each child. According to the Developmental Reading Assessment, in the Winter of 2021, 74% of students were at or above the benchmark while 26% did not reach the benchmark. Last year at this time (Winter of 2020), 60% of students were at or above the benchmark while 40% did not reach the benchmark. While this is an improvement overall, our building goal is to increase the percentage of students scoring proficient in reading and to solidify foundational skills in the early grades for all students to ensure success in later years.

At the secondary level there was an improvement in ACT scores and within ACT subscores for Year 4 (21-22 school year). ACT scores from the junior year assessment averaged an 18.3 composite. The subscores were 17.3 in Math, 18.9 in Science, 17.2 in English, 19.3 in Reading, and 18.3 in STEM. The 4-year graduation rate has decreased, increased, and decreased over span of the past 3-years. However, our 4-year graduation rate is above the state average of 88.3%. Our district can attribute the decrease seen during 2020-2021 to Covid-19 and a lack of accessibility to in-person education.

Overall, we have not seen a disproportionate impact on our special populations other than our IEP students who have missed school due to COVID infection and/or quarantine. We have noticed an increase in overall school discipline issues that we also believe can be attributed to COVID and the uncertainties/disruptions it places on our students.

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

Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most underrepresented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force.

Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid 19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic, we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students have become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage.

Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways.

To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs.

Our belief is that allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender).

At Labette County High School there are 451 of 535 students are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students.

Our underrepresented students can't afford to continue missing out on the real-life experience internships provided pre-covid. Participating in online internships or none at all is not an option for our students or district. We have qualified instructors who can provide real-life experience for our students. However, we don't have the technology or industry equipment necessary to bring the internship to our high school campus. The pandemic clearly impacted our students' lives in the world of internships, at large. While there are many uncertainties ahead for all of us, we hope that the changes outlined in the above-mentioned paragraphs give our students the opportunity to regain some of the skills deprived during the pandemic.

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

After addressing learning loss and evidence-based practices that will best serve our students due to the COVID pandemic and its aftermath, the district will request funds that meet the requirement of acceptable uses that are consistent with section 2001(e)(2) of the ARP Act.

In determining what to address with the remaining funds, we will revert back to the priorities that were identified in our stakeholder input survey that was completed by our staff, administration, and student input. The overall breakdown of our survey data, collected over the course of 2021–2022, revealed that the top desired allowable uses for ESSER III funding requests were as follows:

Facility upgrades that support student and staff health and safety needs.

Continuation of upgrades to technology (i.e., student devices, equipment to support classroom instruction, and equipment to support students enrolled in career and technical education courses).

Additional personnel and staff support for social-emotional interventions.

These factors helped the district and our ESSER III committee as we navigated towards making a decision on how we would spend our allotted \$2,915,768 ESSER III dollars.

Below is an estimated breakdown of ESSER III expenditure requests for 2022-2024:

1. Facility replacement projects to improve indoor air quality (#1 from stakeholders) - \$1,800,000 (HVAC/Windows)
2. Purchase of Equipment to help with learning loss as a result of internships being reduced and/or eliminated for our high school students- \$800,000
3. Retention Pay for district staff - \$200,000 (\$100,000 X 2 years)
4. Social/Emotional supports (i.e., counselor) - \$114,7680 (\$57384 x 2 years)

Total estimated expenditures - \$2,915,768

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

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and the community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations.

These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and in the years to come. Most importantly, we regularly monitor student behaviors, academic recovery, and the success of our student population using an array of data. If the desired results are not present, we will look for common themes within the data and make the necessary adjustments accordingly.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,917,823	\$0	\$2,917,823	ESSER III Allocations	\$583,565
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$2,917,823	\$0	\$2,917,823	Amount Still Needed	\$583,565
In Review Total	\$2,661,908	\$0	\$2,661,908	In Review Total	\$583,565
Amount Left	\$255,915	\$0	\$255,915	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
506-3-0001	Direct	False	1000	110	16	\$138,000	Task Force Review
506-3-0002	Direct	False	2600	739	14	\$1,800,000	Task Force Review
506-3-0003	Direct	True	1000	739	12	\$23,185	Task Force Review
506-3-0004	Direct	True	1000	739	12	\$117,000	Task Force Review
506-3-0005	Direct	True	1000	739	12	\$108,573	Task Force Review
506-3-0006	Direct	True	1000	739	12	\$32,133	Task Force Review
506-3-0007	Direct	True	1000	739	12	\$95,387	Task Force Review
506-3-0008	Direct	True	1000	739	12	\$81,199	Task Force Review
506-3-0009	Direct	True	1000	739	12	\$94,009	Task Force Review
506-3-0010	Direct	True	1000	739	12	\$32,079	Task Force Review
506-3-0011	Direct	False	1000	739	12	\$55,072	Task Force Review
506-3-0012	Direct	False	1000	739	12	\$9,600	Task Force Review
506-3-0013	Direct	False	1000	739	12	\$61,649	Task Force Review
506-3-0014	Direct	False	1000	739	12	\$14,022	Task Force Review

Line Item Details

Line Item ID: 506-3-0001

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

09

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

In order to retain 115 certified staff who are providing extra services and are willing to continue working and providing additional assistance during the pandemic, the district is providing a premium retention payment of \$600 during the 2022-2023 and 2023-2024 school years. Payments will be made during the Fall semester of 2022 (December) and the Fall semester of 2023 (December).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$69,000
Budgeted Expenditures in SFY 2023	\$69,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$138,000</u>

Status

Task Force Review

Line Item ID: 506-3-0002

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

09

Function Code

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

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

The expenditures of these funds will be used to improve the air quality in school facilities. This will include upgrading HVAC systems that provide fresh air. This will also include the installation of iWave technology to purify the air and kill mold, bacteria, and viruses. This will address the need created by the pandemic to provide fresh air in our facilities and to mitigate the spread of the virus creating a safer environment for staff and students.

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	\$800,000
Total Expenditures	<u>\$1,800,000</u>

Status

Task Force Review

Line Item ID: 506-3-0003

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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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

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

Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force.

Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage.

Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways.

To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs.

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At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students.

Following is a list of specific equipment deemed necessary by our CTE Instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students:

Marty Warren-Applied Mathematics and Engineering Pathway

ITC1301 Industrial Motor Controls Level 1 & 2 (equipment)
 Total \$23,185

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$23,185
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$23,185

Status
Task Force Review

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

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

Direct Allocation

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

Account Name**Account Number**

ESSER III

09

Function Code**Object Code****Allowable Use**

1000 - Instruction

739 - Other Equipment

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

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

Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force.

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Kelsey Crissman-Health Sciences

Anatomage Table (equipment)

Laerdal "Nurse Anne" Simulator (equipment)

Laerdal "Nurse Anne" Geriatric Skin (equipment)

Total-\$117,000

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$117,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$117,000

Status

Task Force Review

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 506-3-0005

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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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

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

Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force.

Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage.

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Peter Omarkhail/Rocky Becker/Eric Britts- Manufacturing Processes

Haas TL2 CNC Lathe and Tooling Package

Cutter- Roland SG3-540-w/take up reel

Laser Engraver/Cutter- Epilog Fusion Edge 24-40

Machine - Array 617005

TOTAL \$108,573

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$108,573
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$108,573

Status

Task Force Review

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 506-3-0006

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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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

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

Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force.

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- Kyle Zwahlen- Comprehensive Agricultural/Animal Science
- Bovine Birthing Ultrasound Simulator and Model
- Bovine Fetal Development Models
- Total \$32,133

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$32,133
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$32,133

Status
Task Force Review

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Allocation Type

Direct Allocation

Is this Item 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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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

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

Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force.

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Tyler Cares / Peter Omarkhail -Architectural/Construction Pathway

Skytrak Telehandler 8042

Telehandler Zuma 4x9' Basket

Head Wide Belt Sander (20)- H2935

24" Spiral Head/Industrial Planer- G9961

15' Rolling Scaffolding Tower with caster wheels

TOTAL- \$95,387

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$95,387

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$95,387

Status

Task Force Review

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Allocation Type

Direct Allocation

Is this Item 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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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

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

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Keith Geren/Rocky Becker- Power Structural Systems
 U.S. Industrial 13' 125 Ton CNC Hydraulic Press Brake
 Press Brake Total \$81,199

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$81,199
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$81,199

Status

Task Force Review

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 506-3-0009

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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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

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

Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force.

Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage.

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Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender).

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Following is a list of specific equipment deemed necessary by our CTE Instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students:

Keith Geren/Rocky Becker- Power Structural Systems
Edwards Radius Roller and Porta Power 230 single phase \$20,675
Edwards Horizontal Press \$12,139
Welding Fabrication Layout Jig Table and toolbox \$12,033
MToolKit Assembled with Red KTL1023AP \$35,041
Milwaukee PowerTool labs \$5,301.91
ATEC Electrical Trainer John Deere Submounts \$8,820

Total: \$94,009.91

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$94,009
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$94,009

Status

Task Force Review

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 506-3-0010

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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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

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

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Juliana Moffatt- Entrepreneurship and Business

Eversys Automatic Espresso Machine (Qty.2)

Twin Station Coffee Brewers

10.1 GAL. SHUTTLE- 4

Package Steaming Pitchers and Scales

MAHLKONIG GUATEMALA grinder

Total \$32,079

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$32,079

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$32,079

Status

Task Force Review

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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

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Erin Johnston- Restaurant and Event Management
 Blast Chiller: Eurodib BCB05US,
 Steam Injection Oven: Moffat G32D5/P8M,
 Stand Mixer: Hobart HL200,
 Combination Oven: Axis AX-CL10M,
 Worktop Refrigerator: Beverage-Air WTRD93AHC-2,
 Steam Jacketed Kettle: Cleveland KET-6-T,
 Total for Pathway: \$55,072.77

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$55,072
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$55,072</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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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

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Erin Johnston- Fashion Apparel and Interior Design

Sewing Lab: Bernin a 325 (5 machines) & Babylock Victory

Total for Pathway: \$9599.80

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,600
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$9,600</u>

Status

Task Force Review

Line Item ID: 506-3-0013

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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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- Clint Ruttgen-Mobile Equipment
- Disc & Drum ABS Tainer with Faults
- GM Specialized Electronic Tool
- GM S.E.T Submount -A-Tech 18002TR
- Meter Cert Kit Snap-on 525FMETERKIT
- Zeus Workstation Snap-on EEWS342PUUI1
- TOTAL \$61,648.86

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$61,649
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$61,649

Status
Task Force Review

Allocation Type

Direct Allocation

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

Account Name

ESSER III

Account Number

09

Function Code

1000 - Instruction

Object Code

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Allowable Use

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Following is a list of specific equipment deemed necessary by our CTE Instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students:

- Juliana Moffatt/DJ Walker- Graphic Design
- EOS Rebel T7 DSLR Camera and pen display
- Epson SureColor P700 13" Photo Printer
- Ledgo Bi-Color Flood LED Ring Light and Lens
- Sigma 150-600mm Contemporary Lens for Canon EF QYT 1
- Total \$14,021.20

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,022
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$14,022

Status
Task Force Review

ESSER III APPLICATION FOR D0508

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>
Baxter Springs	1108 Military Ave, Baxter Springs, KS 66713	1108 Military Ave, Baxter Springs, KS 66713
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
David Pendergraft	penderd@usd508.org	(620) 856-2375

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
David Pendergraft	Superintendent	penderd@usd508.org	(417) 439-5087

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.usd508.org/District/News/3177-Safe-Return-to-School-Policy-21-22.html>

Use of Funds for CDC Guidance

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

Our school district has relied on the Cherokee County Health Department as our guidance for making COVID mitigation decisions. We will continue to follow their lead and guidance in the implementation of COVID protocols in our schools. Moving forward as recommended by our health department, we will continue our COVID testing program for staff and students. This will allow us to identify individuals who may be COVID positive and also help us keep students/staff in school who may have otherwise been quarantined. To keep this practice in place, we plan to retain the services of our testing team with assistance of KDHE and ESSER III Funds. In addition, we will keep PPE's (masks, hand sanitizer, food service equipment that will allow for social distancing, shields, etc.) in stock and continue to provide options/products for proper social distancing, especially in the area of food service.

We also plan to continue our partnership with Community Health Clinic of Southeast Kansas (CHCSEK). This partnership will help us continue to provide a medical assistant and mental health therapist for the district.

Through stakeholder input, we have garnered support for the various strategies mentioned and will continue to seek input as we move forward.

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 to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

- 1- Students supported additional behavioral supports and interventions.
- 2- Students also supported after school tutoring programs.
- 3- Students were also supportive and additional personnel support for academic programs.
- 4- Students listed additional instructional material as a need with technology as an emphasis.

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. There were 169 responses to the survey, 76% of those were parents within the district. 18% of those respond were employed within the district, and around 10% were students and community members. 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- Expanded outside social and emotional/mental health services.
- 2- Summer Learning programs
- 3- Expanded early childhood opportunities.
- 4- Additional maintenance, repair, and replacement of systems to improve indoor air quality.

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- Behavioral support
- 2- Indoor air quality
- 3- academic support and small class sizes to all space.

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:

- 1- Use money to help recruit and maintain trained and quality staff members and support staff through premium pay.
- 2- extended learning opportunities
- 3- Better and more efficient equipment in the district for cleaning and for air quality.
- 4- Keep class sizes down to minimize increased behavioral issues.

Tribes

The district reached out to the Quapaw tribe, located directly south of us in Quapaw Oklahoma to seek feedback on best ways we can use ESSER funds to help our students of Native American descent. I also talked to several Cherokee nation members (also those lands are located just 15 miles south of us and I myself being an active member of the Cherokee Nation Indian Tribe) to seek feedback and here is what we learned:

- 1- Extended day programs to help students get caught up who are behind.
- 2- Summer learning programs.

These programs will be expanded to help address these concerns.

Civil Rights Organization including Disability Rights Organizations

My district, along with the other Cherokee County district superintendents and administrators met on a zoom meeting with several representatives of the Disability Rights Center of Kansas to discuss areas that they would like to see us focus some time and resources on regarding ways to address learning loss for students with disabilities. The DRC of Kansas is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. They are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. One area that we would like to focus is promoting a county wide career fair to help students with disabilities find future employment. Due to the fact that disabilities often create an additional barrier to making progress, additional supports and services, such as summer enrichment programs and after school tutoring, would also be necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

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

We contacted the Kansas Council on Developmental Disabilities (KCDD), and set up a Zoom meeting with their staff on April 5, 2022. Working with them, we came up with several ideas that we believe will be beneficial for our students with developmental disabilities, including extended year opportunities for these students. We also discussed setting up a Transitional Fair to assist students with finding employment after high school, and also connecting their families with available community resources. Another issue will be educating students and families on guardianship. The KCDD indicates that guardianship for people with disabilities is not necessary in many cases, and it should be a last resort because it strips the developmentally disabled of their rights. We believe that this was a productive meeting, and feel it addresses the needs of a group of students who are often overlooked.

We also requested input from our local special education cooperative for their input on how we can better serve this population moving forward in regards to the COVID pandemic. Below is a breakdown of our survey information:

Self/Parent/Guardian/Representative for a child with disabilities: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were: 1- additional support for academic intervention, 2- additional instructional materials and resources, and 3- continuing technology upgrades.

Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (ESOL): The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -additional personnel and staff support for academic intervention, #2 - additional instructional materials and resources, and #3 -facility health upgrades.

Self/Parent/Guardian/Representative for a child in foster care: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -facility health upgrades, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

As a district, we also set up communication tables during enrollment for those students who identify as homeless. Those discussions with those families identified needs such as supplies and fees. Also, extended day opportunities was a topic that parents felt would be most helpful for their students. Also, having access to critical technology and offering wifi capabilities outside of school were discussed and plans developed to help students with that access.

We reached out to both the NAACP of Joplin, MO and the Kansas NAACP to seek their feedback on ways we can best use ESSER funds to address the learning needs of minority or underserved students. Neither group elected to respond to our request.

At this time, Baxter does not have students who are incarcerated or any students that are considered migratory.

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

Surveys were sent home and made public using social media to ask for input on areas that they felt were important to them to help our district navigate through these unsettling times. 80% of the 169 surveys were from parents and community patrons.

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

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

We continue to see an impact on our students caused by the decision to close schools in March of 2020 and remain closed for the rest of that school year. We made a priority as a district to keep our doors open whenever possible the following school year, although we had a couple of days we had to close our doors simply due to the fact we had too many adults gone due to high numbers of COVID cases. The 20-21 school year made for more challenges since we offered remote and virtual settings to our kids. The greatest increase was the virtual learning in grades 7-12 as we went from a normal average of around 30-35 students to over 80 students. That fall semester, due to the fact that any student that wanted that option would be allowed to enroll in it, we had a mass majority (almost 80%) only complete 1 or fewer total credits that semester. We addressed this by having those students enroll back to the traditional face-to-face setting and have been playing catch-up with those students since that time. We feel strongly that our virtual program is a great choice for some students, but it is not something that is made for every student. Our graduation rates have fallen the last two years and we feel this is a direct correlation to the pandemic and the choices some of these students have made while dealing with it.

We have also experienced a shift in increased numbers of students needing behavioral supports and therapy over the last 2 years. We have partnered with Spring River Mental Health and Community Health Center of Southeast Kansas to help provide behavior therapists to assist us in this increase in the number of students needing supports. We have instituted a new BIST (Behavior Intervention Support Team) room at our lower elementary due to the increase in severity of many students having behavioral issues. We have to hire a full time supervisor in our 7-12 building for our ALC (Alternative Learning Center) to address our number of in-school suspension cases. We feel the increased frequencies of these emotional outbursts are directly related to the pandemic and the emotional trauma families are seeing in the home as well.

We have not seen a disproportionate impact on special populations and believe that the programs we have put in place will effectively address the needs of these 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)

ESSER funds have been tremendously valuable in helping to support our efforts to meet the needs of our students and to address learning loss as a result of the pandemic. These funds will allow us to continue the implementation of both after-school and summer school programs for our elementary and secondary students who have been most impacted by lost instructional time in the Spring of 2020. Further, the funds will provide the ability for us to provide after-school homework and tutoring assistance at the elementary and secondary level. These programs are being aligned with MTSS programs to give assistance on those skills they are missing while using an evidence based best practice. The hiring of an additional certified Reading Specialist at the MS/HS allows for continual progress monitoring for our Tier 3 students and additional support and services that are highly needed.

With respect to staffing, ESSER III funds will provide the district the ability to maintain optimal student to teacher ratios and reduce class size by employing added staff at both the elementary and high school level. In addition to a classroom teacher support at the secondary level, the elementary school has been afforded the opportunity to hire an additional staff to help with a BIST room to help address Social Emotional stresses in our younger students.

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

The school district will continue with programs that were established with earlier funds. In some cases, we will utilize resources to hire or retain staff to address class size and to improve access to instructional opportunities for our most at-risk students and to provide for better social distancing. We will also consider the possibility of securing additional curriculum as data indicates that certain areas are becoming an area of high need.

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 district uses a number of strategies to measure the implementation of interventions. Most recently, we have developed a local assessment with our guidance counselors to assess our social-emotional needs of our students. Information gathered from this assessment will supplement data from other sources such as state assessment scores, teacher observation, and surveys to identify local needs.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,952,087	\$0	\$1,952,087	ESSER III Allocations	\$390,418
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,952,087	\$0	\$1,952,087	Amount Still Needed	\$390,418
In Review Total	\$1,851,750	\$0	\$1,851,750	In Review Total	\$383,000
Amount Left	\$100,337	\$0	\$100,337	Amount Still Needed	\$7,418

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
508-3-0001	Direct	True	1000	110	12	\$128,000	Task Force Review
508-3-0002	Direct	False	1000	110	16	\$259,500	Task Force Review
508-3-0003	Direct	False	1000	110	16	\$120,000	Task Force Review
508-3-0004	Direct	False	1000	730	9	\$210,000	Task Force Review
508-3-0005	Direct	False	1000	110	1B	\$105,000	Task Force Review
508-3-0006	Direct	True	1000	110	1B	\$105,000	Task Force Review
508-3-0007	Direct	False	1000	730	14	\$150,000	Task Force Review
508-3-0008	Direct	True	1000	220	11B	\$120,000	Task Force Review
508-3-0009	Direct	False	1000	120	1D	\$60,000	Task Force Review
508-3-0010	Direct	False	1000	110	16	\$90,000	Task Force Review
508-3-0011	Direct	False	1000	730	7	\$11,000	Task Force Review
508-3-0013	Direct	True	1000	110	11B	\$30,000	Task Force Review
508-3-0014	Direct	False	1000	110	16	\$106,000	Task Force Review
508-3-0015	Direct	False	2700	200	11A	\$74,000	Task Force Review
508-3-0016	Direct	False	1000	110	1B	\$104,000	Task Force Review
508-3-0017	Direct	False	1000	120	16	\$179,250	Task Force Review

Line Item Details

Line Item ID: 508-3-0001

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

43100

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

HS/MS Reading Specialist for MTSS. In order to address learning loss due to COVID 19 pandemic, the MS and HS is requesting a new staff position to address learning loss in the area of reading. The position will benefit general ed students who have fallen behind their peers in reading. The position will allow for individual and small group learning as needed. The at-risk reading classes will meet the criteria for evidence based practices. (Small Group Instruction, Small Group Interventions, Multi-Tiered System of Supports as this position will focus on Tier 3 students, Student Teacher Ratio Instruction, and Study skills.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$64,000
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Budgeted Expenditures in SFY 2024	\$64,000
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Total Expenditures	\$128,000
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "The hiring of an additional certified Reading Specialist at the MS/HS allows for continual progress monitoring for our Tier 3 students and additional support and services that are highly needed."

Line Item ID: 508-3-0002

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

Premium Pay certified staff

Account Number

43110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Premium Pay for certified staff within the district. We will provide \$1500 per full time staff (84 staff) for SFY 23 and provide \$1500 per full time staff (including Interlocal) (89 staff) for SFY 24.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$126,000
Budgeted Expenditures in SFY 2024	\$133,500
Total Expenditures	<u>\$259,500</u>

Status

Task Force Review

Line Item ID: 508-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

43100

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Additional Counselor 7-12

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$60,000**Budgeted Expenditures in SFY 2024** \$60,000**Total Expenditures** \$120,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "We have also experienced a shift in increased numbers of students needing behavioral supports and therapy over the last 2 years. We have partnered with Spring River Mental Health and Community Health Center of Southeast Kansas to help provide behavior therapists to assist us in this increase in the number of students needing supports. We have instituted a new BIST (Behavior Intervention Support Team) room at our lower elementary due to the increase in severity of many students having behavioral issues. We have to hire a full time supervisor in our 7-12 building for our ALC (Alternative Learning Center) to address our number of in-school suspension cases. We feel the increased frequencies of these emotional outbursts are directly related to the pandemic and the emotional trauma families are seeing in the home as well. "

Line Item ID: 508-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Technology supplies

Account Number

43190

Function Code

1000 - Instruction

Object Code

730 - Equipment

Allowable Use

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

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

The COVID-19 Pandemic illuminated the need for us to update our technology access, use, and maintenance in order to maximize student learning and communication between students, teachers, schools, and families. Additionally, to respond to and mitigate student learning loss caused by the pandemic, our students and teachers need updated and functioning technology hardware and software, as such, we will plan to purchase the following:

Teacher devices (91), cost \$1118 = \$101738

Student devices (200), cost \$294 = \$58,800

Teacher Ipad cases (90) cost \$50 = \$4500

Student Ipad cases (200) cost \$30= \$6000

Teacher chargers (90) cost \$50= \$4500

Apple TV's 4k (40) cost \$179= \$7160

External Monitors (21) cost \$320= \$6720

1 monitor USB-c docking station (10) cost \$170= \$1700

2 Monitor USB-c docking station (4) cost, \$250= \$1000

External keyboards (14) cost \$100= \$1400

Replacement MBA batteries (62) cost \$45= \$2790

Powerschool server (1) cost \$5000= \$5000

Ipad USB-c Store and Charge (24) cost \$300= \$7200

Macbook Air Vertical Holder (14) cost \$35= \$490

SanDisk 2TB USB-c external SSD (2) cost \$270= \$540

total \$210,658

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$210,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$210,000**Status**

Task Force Review

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

43100

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

Add Staff Member to lower class sizes for COVID-related safety (HS Social Studies). Add staff member to lower class sizes for COVID-related safety (HS Social Studies). Due to our larger classes in the district being located at the MS/HS buildings and at trying to keep our goal of having less than 20 students per class throughout the day, adding another HS Social Studies teacher to help alleviate those numbers will help address those needs. In order for students to master skills and retain information, class sizes need to remain small and manageable. With the increased behavior and emotional traumas that the pandemic has caused, even smaller class sizes can be challenging if one or two students are struggling with emotional stresses. In order to meet the increased mental health and behavior issues due to trauma, home life, etc.. class sizes need to remain small at this time. We strongly feel that adding additional classroom teacher in Social Studies to reduce class size will help us better address the the marginalized population of students who need to be targeted.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$52,000
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Budgeted Expenditures in SFY 2024	\$53,000
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Total Expenditures	<u>\$105,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "With respect to staffing, ESSER III funds will provide the district the ability to maintain optimal student to teacher ratios and reduce class size by employing added staff at both the elementary and high school level."

Line Item ID: 508-3-0006

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

Certified Salaries

Account Number

43100

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

Hiring of a Student Interventionist working within our MTSS protocols allows smaller group numbers, which in turn allows teachers to meet the needs of our students. We plan to employ an instructional coach at the secondary level to support teacher professional learning specifically targeted to addressing learning loss.

Hiring of an Instructional Specialist in math to positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This, in turn, supports improved student learning.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$52,000
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Budgeted Expenditures in SFY 2024	\$53,000
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Total Expenditures	\$105,000
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "With respect to staffing, ESSER III funds will provide the district the ability to maintain optimal student to teacher ratios and reduce class size by employing added staff at both the elementary and high school level."

Line Item ID: 508-3-0007

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

O&M Supplies

Account Number

43165

Function Code

1000 - Instruction

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

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

Replace Existing older HVAC units with newer, more efficient units

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$75,000
Total Expenditures	<u>\$150,000</u>

Status

Task Force Review

Line Item ID: 508-3-0008

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

Certified Salaries

Account Number

43175

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

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

We will offer students an extended learning opportunity throughout the month of June in 2023 and 2024. We will focus on closing the gap and providing interventions to meet individual student needs in the areas of reading, math, and social emotional curriculum. Students will attend Monday thru Thursday from 8:00 am to 12:00 pm. We will hire 4 teachers per building (16 teachers). 8 of those teachers will work 19 days, 4 hours instruction per day plus 2 hours planning each week (K-6), 8 of those teachers will work 27 days, 4 hours instruction per day plus 2 hours planning each week (7-12).

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$60,000
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Budgeted Expenditures in SFY 2024	\$60,000
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Total Expenditures	<u>\$120,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "These funds will allow us to continue the implementation of both after-school and summer school programs for our elementary and secondary students who have been most impacted by lost instructional time in the Spring of 2020."

Line Item ID: 508-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

classified salaries

Account Number

43120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Create a Behavior Intervention Specialist Team (BIST) room to help work with individual students struggling with emotional trauma. Over the past 2 years we have seen a continual decline in student behavior at our school. Due to COVID protocols, long quarantines, and our school shutting down the last quarter of the 2020 school year, students are experiencing more anxiety and depression. All of the built up fear and sadness results in disruptive classroom behaviors, avoidance and classwork, and defiance. Due to COVID restrictions the last 2 years outside of school, students have been isolated more than ever before. Therefore, we are seeing a maturity level of some of our students on a decreasing trend. Due to all of this, teachers need more supports in the school setting for students with these needs. We are requesting a full-time para to monitor the BIST room. The BIST room is a place to go when the regular classroom is too much for a student to handle at that particular time. Students who are stressed or overwhelmed will have an immediate place to go to deescalate or calm down in a quiet, supportive setting. We have purchased the BIST curriculum to help our students learn to regulate their emotions and limit the outbursts we are seeing. Parents have requested through surveys and individual meetings that we provide more supports to address the stress our students are going through and are supportive of in school settings to help address these needs.

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	<u>\$60,000</u>

Status

Task Force Review

Line Item ID: 508-3-0010

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

Certified Salaries

Account Number

43100

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

Create a room to address Behavior and emotional trauma with individual students needing one on one attention at the HS. Create an Alternative Learning Center (ALC) room to help work with individual students struggling with emotional trauma. Over the past 2 years we have seen a continual increase in negative student behaviors at our school. Due to COVID protocols, long quarantines, and our school shutting down the last quarter of the 2020 school year, students are experiencing more anxiety and depression. All of the built up fear and sadness results in disruptive classroom behaviors, avoidance and classwork, and defiance. Due to COVID restrictions the last 2 years outside of school, students have been isolated more than ever before. Therefore, we are seeing a maturity level of some of our students on a decreasing trend. Due to all of this, teachers need more supports in the school setting for students with these needs. We are requesting a full-time certified teacher to monitor the ALC room. The ALC room is a place to go when the regular classroom is too much for a student to handle at that particular time. Students who are stressed or overwhelmed will have an immediate place to go to deescalate or calm down in a quiet, supportive setting. Students can come to this room for a calmer setting to finish assignments.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$45,000
Total Expenditures	\$90,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "We have instituted a new BIST (Behavior Intervention Support Team) room at our lower elementary due to the increase in severity of many students having behavioral issues."

Line Item ID: 508-3-0011

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

O&M Supplies

Account Number

43165

Function Code

1000 - Instruction

Object Code

730 - Equipment

Allowable Use

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

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

Floor Scrubber to address additional cleaning throughout all buildings. We have needed to address cleaning our floor surfaces more often throughout the day to address proper COVID cleaning protocols to continued high traffic in our halls. This additional cleaning requires an additional scrubber to meet these needs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$11,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$11,000</u>

Status

Task Force Review

Line Item ID: 508-3-0013

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

43100

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/Extended day tutoring to assist with individual students with learning loss. This program will be used to specifically target the marginalized population of At-risk and low achieving students who have been most impacted by the COVID pandemic. Students who are working in this program are already behind, or at a high risk of falling behind their peers. Through remediation and small group work these students will be caught up to grade level. Our parents have indicated in our survey that individual tutoring was something of high need in our district.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$15,000
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Budgeted Expenditures in SFY 2024	\$15,000
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Total Expenditures	\$30,000
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "These funds will allow us to continue the implementation of both after-school and summer school programs for our elementary and secondary students who have been most impacted by lost instructional time in the Spring of 2020."

Line Item ID: 508-3-0014

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

Certified Salaries

Account Number

43100

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Additional MS Social/Emotional Specialist to assist with Behavior and Emotional Trauma in students. The Pandemic has negatively impacted the social/emotional/behavior status of our students, and that is very obvious at the Middle School level. The MS level is a challenging time for students under normal circumstances, but the trauma brought on by the pandemic has exacerbated the problem many times over. The addition of specialist to help our school counselors address the specific needs of these students is necessary and a needed support for our staff who are spending increased amounts of time dealing with the behavior and emotional stresses of these students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$53,000
Budgeted Expenditures in SFY 2024	\$53,000
Total Expenditures	\$106,000

Status

Task Force Review

Line Item ID: 508-3-0015

Allocation Type

Direct Allocation

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

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

Account Name

Professional Development

Account Number

43140

Function Code

2700 - Student Transportation Services

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

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

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

Summer Institute; additional Professional Development aimed at each individual employee and what they teach (2 days). As we reflect on our buildings and the learning impacts due to COVID, one of our priorities is to continue the rigorous, evidence based literacy instruction to effectively close the learning gap. Our classroom teachers are being provided Really Great Reading training and follow up to help provide literacy training and differentiated instruction techniques to address learning loss. These training will continue in the summer of 2023 and the summer of 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$37,000
Budgeted Expenditures in SFY 2024	\$37,000
Total Expenditures	<u>\$74,000</u>

Status

Task Force Review

Line Item ID: 508-3-0016

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

Certified Salaries

Account Number

43100

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

Add staff member to lower class sizes for COVID-related safety (MS Science Teacher). Due to our larger classes in the district being located at the MS/HS buildings and at trying to keep our goal of having less than 20 students per class throughout the day, adding another MS Science teacher to help alleviate those numbers will help address those needs. In order for students to master skills and retain information, class sizes need to remain small and manageable. With the increased behavior and emotional traumas that the pandemic has caused, even smaller class sizes can be challenging if one or two students are struggling with emotional stresses. In order to meet the increased mental health and behavior issues due to trauma, home life, etc.. class sizes need to remain small at this time. We strongly feel that adding additional classroom teacher in Science to reduce class size will help us better address the the marginalized population of students who need to be targeted.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$52,000
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Budgeted Expenditures in SFY 2024	\$52,000
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Total Expenditures	<u>\$104,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "With respect to staffing, ESSER III funds will provide the district the ability to maintain optimal student to teacher ratios and reduce class size by employing added staff at both the elementary and high school level."

Line Item ID: 508-3-0017

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

Premium Pay classified staff

Account Number

43115

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Premium pay for classified staff within the district. We will be providing \$1500 per classified staff (46) and a partial payment for a part time rule 10 coach (\$375) during 2023. We will also be providing Interlocal employees (26) this payment during the 2024 SFY.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$69,375
Budgeted Expenditures in SFY 2024	\$109,875
Total Expenditures	<u>\$179,250</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) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	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) ¹
1	109	Republic County	481	50%	\$ 723,240	\$ 723,240	100%	\$ 723,240	\$ 723,240	\$ -	100%	\$ 1,504
2	200	Greeley County Schools	239	53%	\$ 359,449	\$ 35,311	10%	\$ 71,890	\$ 71,890	\$ 36,579	100%	\$ 301
3	283	Elk Valley	112	78%	\$ 389,488	\$ 182,530	47%	\$ 297,834	\$ 297,834	\$ 115,304	100%	\$ 2,652
4	285	Cedar Vale	136	56%	\$ 377,179	\$ 377,179	100%	\$ 377,179	\$ 377,179	\$ -	100%	\$ 2,769
5	297	St Francis Comm Sch	269	51%	\$ 440,247	\$ 435,885	99%	\$ 440,247	\$ 440,247	\$ 4,362	100%	\$ 1,635
6	298	Lincoln	318	58%	\$ 554,985	\$ 332,600	60%	\$ 382,600	\$ 382,600	\$ 50,000	100%	\$ 1,203
7	507	Satanta	247	68%	\$ 557,163	\$ 278,582	50%	\$ 557,163	\$ 557,163	\$ 278,581	100%	\$ 2,260
Total			1,802	57%	\$ 3,401,751	\$ 2,365,327	70%	\$ 2,850,153	\$ 2,850,153	\$ 484,826	100%	\$ 1,581

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 D0109

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>
Republic County	1205 19th Street, Belleville, KS 669350469	P.O. Box 469, Belleville, KS 669350469
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Nancy Meyer	nmeyer@usd109.org	(785) 527-5621

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Larry Lyder	Superintendent	llyder@usd109.org	(785) 527-5621
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
dwilkinson@usd109.org		dwilkinson@usd109.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.usd109.org/page/policies>

Use of Funds for CDC Guidance

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

The ESSER III funds will be used to purchase additional cleaning supplies and equipment to help sanitize areas of our facilities more often than normal to help prevent the spread of COVID. Other mitigation strategies include the continuation of an additional 1st grade teacher to minimize students in classrooms to allow for social distancing and a school nurse to help navigate the prevention and mitigation protocols.

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 Council was gathered for a special meeting to sit down and discuss the the opportunities on how they suggest the funds be spent. There were four main areas that came out of the meeting by the students.

1. SEL and Mental Health Opportunities for the Students that could include a separate room, SEL lessons more often with a curriculum and possible therapist on staff.
2. Paying students to tutor others who are behind or struggling.
3. Technology upgrades to assist with the additional requirements for remote learners and possible courses to help student's make up courses they have failed.
4. Outdoor learning space/eating area to allow for outside ventilation for students to go to allowing for additional social distancing as well. This are could also serve as a SEL retreat for some students when they need a break.

Families

Families were given the opportunity to provide input through two methods. One was through a survey and the second through the site council meetings. Outcomes from the families input in no particular order include:

1. Technology
2. Mental Health and SEL
3. Summer School
4. Outdoor Classroom

School and District Administrators including Special Education Administration

Through administration meetings and superintendent advisory to our special education organization meetings, the following suggestions for expenditures came forth:

1. Summer School
2. Additional PEP and Cleaning supplies
3. Additional Para Support
4. SEL and Mental Health Support

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

All the above school staff mentioned had two methods of providing their ideas and suggestions on the ESSER 3 funds expenditures. One was through a survey (survey was specific to ESSER 3 and was made available to all staff through a Google form distributed via staff email) and the second was through their BLT's then to the DTL's. In no particular order, here are the recommendations from school staff:

1. Mental Health and SEL
2. Summer School
3. Extra Licensed Teachers to Keep Classes Smaller

Tribes

In looking for this subgroup in our community including reaching out to two governmental entities (city manager and county clerk), no tribes were able to be identified within our school district.

Civil Rights Organization including Disability Rights Organizations

In looking for this subgroup in our community including reaching out to two governmental entities (city manager and county clerk), no civil rights organizations were able to be identified within our school district. Additionally, requests for input were sent to the Disability Rights Center, but no response has been returned to date.

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 only identifiable groups in this category in our district include a handful of ELL students and a few students in foster care. Parents/Guardians of these students were targeted with the survey specifically for their opportunity to provide input. Outcomes from the families input in no particular order include:

1. Mental Health and SEL
2. Summer School

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

Public input was gained from two different methods. One was a survey that was put on all of our social media outlets and through alert system. Secondly, during one of our weekly community coffees, input was gathered from the attendees. This group includes parents, business owners and other community members. Ideas from these two methods include:

1. School Nurse
2. Summer School
3. Continued additional cleaning and sanitizing

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 impacts of COVID-19 on our students range vastly from student to student as well in the nature of the impact from social-emotional to academic learning loss. Republic County does not have a diverse student population other than social-economic variants. The stress that we see in some families due to the results of the COVID-19 pandemic carries over to the students when they enter our buildings everyday. Additionally, we are seeing a huge need for early childhood care and programming in our community. Many daycares closed over the previous year due to kids not attending either from parents not working or isolation of students. We know that we need to provide some interventions and additional instructional support at the elementary level due to both the academic learning loss and social-emotional needs. At our junior/senior high the need is also present to address both areas of need. Without a school nurse, the district struggled through the year with facilitating the illness and monitoring students. Cost impacts on the district include the need for a nurse, additional staff to assist with small group instruction to close the academic loss, training for our building and teacher leaders on how lead through change, the expense of teachers outside their contract developing, working to retain teachers through the pandemic and redesigning curriculum and the need for a summer program to really address the needs of students in the areas of academic loss and social emotional.

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)

Continuing with the Summer SLAM program (summer learning and enrichment programs) for our elementary students again for the next two summer will be in excess of the 20% required to be spend in this area. A student support specialist is also planned to be hired to work with the Tier 3 level students who have fallen behind not only academically, but also social-emotionally due to the pandemic. An additional 1st grade teacher will be hired to reduce class size to better address student one on one and allow for additional social distancing in the classroom.

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

Remaining ESSER funds will be spent on teacher and administrator professional development for learning and leadership strategies along with mentorship/coaching. Additionally, sanitization and cleaning equipment and supplies will be purchases. Furthermore, additional chrome books will be purchased to allow for technology to keep up with the ever changing demands of remote learning platforms and student needs.

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 will benefit from the student support specialist by having an additional behavioral support person in the building. The summer SLAM program will be open for anyone, but will target at-risk and other students who are behind on being on grade level through teacher recommendation.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$723,240	\$0	\$723,240	ESSER III Allocations	\$144,648
Approved Total	\$516,285	\$0	\$516,285	Approved Total	\$145,500
Amount Left	\$206,955	\$0	\$206,955	Amount Still Needed	\$0
In Review Total	\$206,955	\$0	\$206,955	In Review Total	\$21,510
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
109-3-0051	Direct	False	1000	150	1A	\$50,200	Task Force Review
109-3-0052	Direct	False	1000	700	13	\$21,300	Task Force Review
109-3-0053	Direct	False	1000	150	1A	\$12,250	Task Force Review
109-3-0054	Direct	False	2600	150	1A	\$4,750	Task Force Review
109-3-0055	Direct	False	2130	110	16	\$75,145	Task Force Review
109-3-0056	Direct	False	2600	600	7	\$9,800	Task Force Review
109-3-0057	Direct	True	1000	220	11A	\$17,125	Task Force Review
109-3-0058	Direct	True	1000	260	11A	\$3,300	Task Force Review
109-3-0059	Direct	True	1000	222	1A	\$1,085	Task Force Review
109-3-0060	Direct	False	1000	210	1A	\$12,000	Task Force Review
109-3-0001	Direct	False	1000	320	3	\$6,500	Approved
109-3-0002	Direct	False	1000	600	3	\$4,000	Approved
109-3-0003	Direct	False	1000	320	10	\$5,000	Approved
109-3-0005	Direct	False	2130	210	16	\$7,500	Approved
109-3-0006	Direct	False	2130	220	16	\$4,000	Approved
109-3-0007	Direct	False	2130	222	16	\$725	Approved
109-3-0008	Direct	False	2130	260	16	\$60	Approved
109-3-0009	Direct	False	1000	320	3	\$20,000	Approved
109-3-0010	Direct	False	1000	110	3	\$7,500	Approved
109-3-0011	Direct	False	1000	600	3	\$7,500	Approved
109-3-0012	Direct	False	2410	320	3	\$30,000	Approved
109-3-0018	Direct	False	2130	700	15	\$15,000	Approved
109-3-0020	Direct	True	1000	110	11A	\$90,000	Approved
109-3-0021	Direct	True	1000	600	11A	\$10,000	Approved
109-3-0025	Direct	True	1000	120	11A	\$40,000	Approved
109-3-0029	Direct	True	2710	120	11A	\$4,000	Approved
109-3-0033	Direct	True	2710	626	11A	\$1,500	Approved
109-3-0034	Direct	False	1000	700	9	\$83,000	Approved
109-3-0035	Direct	False	1000	320	10	\$22,500	Approved
109-3-0036	Direct	False	1000	320	1A	\$20,000	Approved

109-3-0037	Direct	False	1000	600	1A	\$11,000	Approved
109-3-0038	Direct	False	1000	110	1A	\$10,000	Approved
109-3-0041	Direct	False	1000	110	1A	\$46,500	Approved
109-3-0045	Direct	False	2600	423	2	\$20,000	Approved
109-3-0046	Direct	False	1000	110	1A	\$50,000	Approved

Line Item Details

Line Item ID: 109-3-0051

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

Staff Retention Pay

Account Number

109-3-0051

Function Code

1000 - Instruction

Object Code

150 - Additional 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

CoVid-19 caused hardship and additional responsibilities on employees and funds will be used to provide a \$500 premium pay retention for 49 staff members that will be paid December 2022.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40,200
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<u>\$50,200</u>

Status

Task Force Review

Line Item ID: 109-3-0052

Allocation Type

Direct Allocation

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

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

Account Name

Esser III

Account Number

109-30019

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

CoVid-19 caused students to be in too close of spaces. This allows for an outside learning space for students to have social distancing. Stand alone movable tables and benches at high school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$18,500
Budgeted Expenditures in SFY 2023	\$2,800
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$21,300</u>

Status

Task Force Review

Line Item Comment from KSDE

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 109-3-0053

Allocation Type

Direct Allocation

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

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

Account Name

Esser III

Account Number

109-3-0053

Function Code

1000 - Instruction

Object Code

150 - Additional 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

CoVid-19 caused hardship and additional responsibilities on employees and funds will be used to provide up to a \$500 premium pay retention incentive for 27 staff members that will be paid December 2022

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,250
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$12,250</u>

Status

Task Force Review

Line Item ID: 109-3-0054

Allocation Type

Direct Allocation

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

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

Account Name

Esser III

Account Number

109-3-0054

Function Code

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

Object Code

150 - Additional 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

CoVid-19 caused hardship and additional responsibilities on employees and funds will be used to provide up to \$500 premium pay retention incentive for 10 staff members that will be paid December 2022

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

Status

Task Force Review

Line Item ID: 109-3-0055

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 111

Account Number

109-3-0004

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

Republic County USD 109 has not had a School Nurse previous to COVID. We have hired one starting in April 2021 using ESSER 1 funds, payed with ESSER 2 funds during the 2021-2022 school year and plan to continue the position into 2022-2023 with ESSER 3 funds. The nurse will assist the strategic planning and implenting of COVID prevention in our school facilities while helping to monitor and direct safety protocols, wellness and health of studets and staff in our district.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$49,000
Budgeted Expenditures in SFY 2024	\$26,145
Total Expenditures	\$75,145

Status

Task Force Review

Line Item ID: 109-3-0056

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

Account Number

109-3-0056

Function Code

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

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

Additional cleaning and sanitizing supplies beyond normal operation for the continued additional cleaning/sanitizing being implemented to assist in mitigation of CoVid.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,800
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$9,800

Status

Task Force Review

Line Item ID: 109-3-0057

Allocation Type

Direct Allocation

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

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

Account Name

Esser III

Account Number

109-3-0058

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social Security for Summer School Teachers, Paraprofessionals, Bus Drivers for learning losses and Additional Teachers for social distancing and smaller classrooms

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,400
Budgeted Expenditures in SFY 2023	\$13,150
Budgeted Expenditures in SFY 2024	\$1,575
Total Expenditures	<u>\$17,125</u>

Status

Task Force Review

Line Item ID: 109-3-0058

Allocation Type

Direct Allocation

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

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

Account Name

Esser III

Account Number

109-3-0058

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 Compensation for additional teachers for learning loss in summer school and additional teachers for social distancing to reduce class sizes.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$275
Budgeted Expenditures in SFY 2023	\$2,810
Budgeted Expenditures in SFY 2024	\$215
Total Expenditures	<u>\$3,300</u>

Status

Task Force Review

Line Item ID: 109-3-0059

Allocation Type

Direct Allocation

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

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

Account Name

Esser III

Account Number

109-3-0059

Function Code

1000 - Instruction

Object Code222 - Medicare - 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**

Medicare coverage for teachers and staff for learning loss and social distancing to reduce class sizes.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$250**Budgeted Expenditures in SFY 2023** \$625**Budgeted Expenditures in SFY 2024** \$210**Total Expenditures** \$1,085**Status**

Task Force Review

Line Item ID: 109-3-0060

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

Account Number

109-3-0060

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use1A - Any activity authorized by the
Elementary and Secondary Education
Act of 1965.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health insurance for additional teachers to create smaller class sizes in first and second grades

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: 109-3-0001

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

95.1000.320.000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

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

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

Registration for eight (8) staff members (6 teachers and 2 administrators) to attend the Trusted Leadership Summit. Trust and effective communication are necessary between school leaders, teachers, community stakeholders and patrons through the trying times of the COVID pandemic. By attending The Trusted Leadership Summit, staff will be able to communicate and build the trust necessary to create a culture of collaboration. Most people think trust is an ambiguous, complex idea you either have or you don't. But trust is actually the leading indicator of success and it can be actively built. Whether you're a business leader, manager, entrepreneur, or someone who simply loves and values human improvement, the Trusted Leader Summit equips you to build trust and become the most trusted leader in your industry!

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$6,500
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Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$6,500</u>
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Status

Approved

Line Item ID: 109-3-0002

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

95.1000.600.000

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

Supplies and Travel Expenses for staff members to attending Trusted Leader Summit

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

Budgeted Expenditures in SFY 2022	\$4,000
--	---------

Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$4,000</u>
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Status

Approved

Line Item ID: 109-3-0003

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

95.1000.320.000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

10 - Providing mental health services and supports.

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

Social-emotional and mental health have become a concerning issue during the COVID pandemic. The mental well-being and self-worth of some our students and staff has created a negative culture and climate. There is a host of mental health issues and emotional baggage students walk into the building with every day. When students are emotionally healthy, they thrive. Value Up exists to help you in your efforts to create and maintain a healthy emotionally safe environment. The district will bring Mike Donahue with the Value-Up Organization to do presentations and work with students and staff on these issues. Additionally, he will do a presentation for community members in the evening so they can hear the same message to help promote the fostering of a positive culture. The program will also come with a culture building tool kit that will allow the district to continue to work on the culture into the future. A positive social and emotional school climate is conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,000</u>

Status

Approved

Line Item ID: 109-3-0005

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

95.2130.210.000

Function Code

2130 - Health 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

Nurse Insurance

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,500**Status**

Approved

Line Item ID: 109-3-0006

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

95.2130.220.000

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

Nurse Social Security

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,000**Status**

Approved

Line Item ID: 109-3-0007

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

95.2130.222.000

Function Code

2130 - Health Services

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Nurse Medicare

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

Line Item ID: 109-3-0008

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

95.2130.260.000

Function Code

2130 - Health Services

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Nurse Unemployment

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$60**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$60**Status**

Approved

Line Item ID: 109-3-0009

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

95.1000.320.000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

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

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

Adaptive Schools Collaborative Training-The professional development will be provided to our DLT(12 teachers) and administrators (4 administrators) for the Adaptive Schools Foundation Seminar and 1 Administrator and 5 teachers to attend the Advance Seminar for Adaptive Schools. This training will provide staff with essential tools to help collaborate with stakeholders and lead the district through the continually changing times of COVID. Future Ready Schools workshop will also be attended by a couple of administrators. The Adaptive Schools will furthermore assist teacher leaders and administrators guidance while providing tools and skills to lead during the continuous changing times of the pandemic, communication strategies for various stakeholders and a variety of instructional strategies to be able to utilize in the classroom for more engagement of students and those students who might be remote.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$10,000
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Budgeted Expenditures in SFY 2023	\$10,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$20,000</u>
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Status

Approved

Line Item Comment from KSDE

Additional information requested as it relates to COVID-19; Applicant responded via email: Adaptive Schools Collaborative Training-This training will provide staff with essential tools to help collaborate with stakeholders and lead the district through the continually changing times of COVID. The Adaptive Schools will furthermore assist teacher leaders and administrators guidance while providing tools and skills to lead during the continuous changing times of the pandemic, communication strategies for various stakeholders and a variety of instructional strategies to be able to utilize in the classroom for more engagement of students and those students who might be remote.

Line Item ID: 109-3-0010

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

95.1000.110.000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Teacher Stipends for daily attendance Adaptive Schools outside of contract time

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** \$1,500**Total Expenditures** \$7,500**Status**

Approved

Line Item Comment from KSDE

See line 9

Line Item ID: 109-3-0011

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

95.1000.600.000

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

Supplies/Materials/Meals/Travel Expenses for Adaptive Schools Foundation and Advanced Seminar Trainings

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,500**Budgeted Expenditures in SFY 2023** \$3,500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$7,500**Status**

Approved

Line Item Comment from KSDE

See line 9

Line Item ID: 109-3-0012

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

95.2410.320.000

Function Code

2410 - Office of the Principal Services

Object Code

320 - Professional-Education Services

Allowable Use

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

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

Administrator Mentoring/Coaching-Administrators will continue their leadership/communication skill development from Adaptive Schools training through monthly team and individual mentoring sessions with Dr. Kelly Gillespie. The time spent as a team and individually will focus on leading and facilitating through change and strategies to bring everyone together through dialogue and the decision making process to help alleviate the burdening stress on all stakeholders that has come due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,000
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$30,000</u>

Status

Approved

Line Item Comment from KSDE

See line 9

Line Item ID: 109-3-0018

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

95.2130.700.000

Function Code

2130 - Health Services

Object Code

700 - PROPERTY

Allowable Use

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

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

Purchase of Hearing and Vision Screening Equipment for the use by our school nurse. Covid has caused so much more damage to children than what is visible to the naked eye. As a district, we are trying to move the testing to being done in-house. COVID-19, also known as the coronavirus, has now been linked to many long-term complications, including heart damage, lung damage and neurological disorders. One emerging area of research is whether hearing loss can result from coronavirus infection—either as a symptom or as a complication days or weeks later. This would also give us the ability to test whenever I see fit. If a student presents with an earache, we would be able to test right then and there. If a teacher has a concern about a student's ability to view the board during class, we could pull them and test them right away.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$15,000</u>

Status

Approved

Line Item ID: 109-3-0020

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

95.1000.110.000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Summer School Teacher Salaries-We will have two co-directors that will also serve as teachers during our East Elementary SLAM (Summer Learning and More). Additionally, we plan on approximately 75 students in attendance and 6 teachers beyond the 2 co-directors/teachers. East Elementary SLAM will run for four weeks for five days each week. Reading and Math skills will be addressed based on the end of the year Fastbridge data. Additionally, there will be STEM and Physical Education portions to the SLAM day. Each Friday, of the week will be a field trip to culminate the learning activities from the week into a real life learning experience.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$15,000**Budgeted Expenditures in SFY 2023** \$65,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$90,000**Status**

Approved

Line Item ID: 109-3-0021

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

95.1000.600.000

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

Supplies and Materials for Summer School (SLAM) at East Elementary. Items will be anything from instructional classroom supplies including STEM, possible intervention curriculum, field trip admissions, etc.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$10,000**Status**

Approved

Line Item ID: 109-3-0025

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

95.1000.120.000

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

Summer School Para Salaries-Six paras will join the instructional staff for the East Elementary SLAM program to help with individual student instruction and program operations.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,000
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$40,000</u>

Status

Approved

Line Item ID: 109-3-0029

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

95.2710.120.000

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

Tranportation Salaries for Summer School-For our elementary SLAM, we will provide transportation to those students who live in the outlying communities within our district that are unable to get to school. On the return back to the outlying communities, we plan to have the delivers deliver meals for students through the summer food program as well. Transportation salaries will also include the salaries bus drivers for the Friday field trips.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$500
Total Expenditures	<u>\$4,000</u>

Status

Approved

Line Item ID: 109-3-0033

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

95.2710.626.000

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

Fuel for Summer Programs

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$500**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,500**Status**

Approved

Line Item ID: 109-3-0034

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

95.1000.700.000

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

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

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

Purchase of additional Chromebooks for remote learners and to replace old Chromebooks that no longer meet the necessary requirements for current technology updates with online programming.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$30,000**Budgeted Expenditures in SFY 2023** \$30,000**Budgeted Expenditures in SFY 2024** \$23,000**Total Expenditures** \$83,000**Status**

Approved

Line Item Comment from KSDE

Applicant responded via email: Each year for the first two years will be 100 Chromebooks including the Google Licensing following by 75 the third year. By reaching this number each year, we will be able to be at a one-to-one for students if we have to go remote or they are at home quarantined.

Line Item ID: 109-3-0035

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

951000.320.000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

10 - Providing mental health services and supports.

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

The social emotional needs of students has greatly increased during the COVID-19 pandemic resulting in numerous issues/concerns of our students and their success in school. The Jr/Sr High will be purchasing the social curriculum Habitudes for implementation during seminar. This will be an integrated plan to start with grades 6-8 in spring of 2022 and then move to the 6-12 grade range in the 2022-2023 school year. The costs also includes staff professional development on the implementation and use of Habitudes along with stipends for staff time outside of their contract for the professional development for Habitudes.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,500
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$22,500</u>

Status

Approved

Line Item ID: 109-3-0036

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

95.1000.320.000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Learning loss and social emotional struggles have hit all students. Implementing new teaching strategies that have been evidence based proven to improve achievement are crucial to get in the hands of teachers. Providing the opportunity for teachers to acquire the strategies through professional development opportunities is crucial. KAGAN strategies, especially cooperative learning, has been proven over and over again to be highly effective teaching strategies. This portion will be set aside to allow teachers to attend KAGAN workshops, as well as, some to become train the trainers to come back and train all staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,000
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$20,000

Status

Approved

Line Item ID: 109-3-0037

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

Account Number

95.1000.600.000

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

Travel Expenses for staff attending KAGAN and supplies to implement the strategies in classrooms..

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,000
Budgeted Expenditures in SFY 2023	\$7,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$11,000

Status

Approved

Line Item ID: 109-3-0038

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

Account Number

95.1000.110.000

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

Stipends for teachers beyond contract to attend KAGAN professional development.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$5,000**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,000**Status**

Approved

Line Item Comment from KSDE

Applicant responded via email: The rate per staff member is \$250.00 per day. This will allow for four staff members to attend training and prepare to incorporate this into their classroom and prepare to present to other district teachers outside their contract. Learning loss and social emotional struggles have hit all students. Implementing new teaching strategies that have been evidence based proven to improve achievement are crucial to get in the hands of teachers. Providing the opportunity for teachers to acquire the strategies through professional development opportunities is crucial. KAGAN strategies, especially cooperative learning, has been proven over and over again to be highly effective teaching strategies. This portion will be set aside to allow teachers to attend KAGAN workshops, as well as, some to become train the trainers to come back and train all staff.

Line Item ID: 109-3-0041

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

95.1000.110.000

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

Additional 1st Grade Teacher due to large class size and the need to social distance students due to COVID mitigation.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$46,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$46,500**Status**

Approved

Line Item ID: 109-3-0045

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 3

Account Number

96-2600-423

Function Code

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

Object Code

423 - Custodial Services

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

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

This expenditure is for additional cleaning and sanitizing supplies for school buildings to reduce the spread of COVID-19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$10,000**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,000**Status**

Approved

Line Item Comment from KSDE

Added this line to replace the floor scrubber.

Line Item ID: 109-3-0046

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

Account Number

95.1000.110.00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Additional 2nd grade teacher due to large class size of 55 to be able to social distance students to mitigate the spread of COVID and smaller class size to help address learning loss.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$50,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$50,000</u>
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Status

Approved

Line Item Comment from KSDE

As per district: The position changed from an Elementary Support Specialist to an additional 2nd grade teacher due to class size.

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

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Greeley County Schools	400 W Lawrence St, Tribune, KS 67879	400 W Lawrence St, Tribune, KS 67879
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
John Niehues	johnniehues@tribuneschools.org	(620) 376-4211

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
John Niehues	Superintendent	johnniehues@tribuneschools.org	(620) 376-4211
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Katie Zerr		kzerr@tribuneschools.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

Plan for Safe Return

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

<https://docs.google.com/document/d/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	\$35,311	\$0	\$35,311	Approved Total	\$35,311
Amount Left	\$324,138	\$0	\$324,138	Amount Still Needed	\$36,579
In Review Total	\$36,579	\$0	\$36,579	In Review Total	\$36,579
Amount Left	\$287,559	\$0	\$287,559	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
200-3-0007	Direct	True	1000	735	12	\$1,438	Task Force Review
200-3-0011	Direct	True	1000	735	12	\$35,141	Task Force Review
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: 200-3-0007

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$719
Budgeted Expenditures in SFY 2024	\$719
Total Expenditures	<u>\$1,438</u>

Status

Task Force Review

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35,141
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$35,141</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

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$25,830
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$25,830</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

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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$2,700
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$6,100
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$673
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$673

Status

Approved

ESSER III APPLICATION FOR D0283

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>
Elk Valley	701 Delaware, Longton, KS 67352	PO Box 87, Longton, KS 67352
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Robert Young	ryoung@usd283.org	(620) 642-2811

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Diana Stroble	Board Clerk	distroble@usd283.org	(620) 642-2215

Plan for Safe Return

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

<https://www.usd283.org/vnews/display.v/ART/60ce058f7e6bb>

Use of Funds for CDC Guidance

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

USD 283 is using ESSER III funds to facilitate the needs of keeping students and staff safe by supporting extra cleaning, sanitization, testing, and ongoing site improvements to mitigate the spread and reinfection of pupils of Covid 19. Increasing staffing in custodial, maintenance and food service to ensure the daily and ongoing ability to provide a safe in-person learning environment by implementing best practices and utilizing guidance and policies provided by the CDC, the Kansas Department of Health and the Elk County Health Department.

Stakeholder Engagement

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

Students

USD 283 has surveyed students and provided in class meetings to update our strategies and to continue to implement plans to ensure students are safe and to address the ongoing needs of learning loss that occurred from the increase in student absenteeism.

Families

USD 283 employed a social worker during the pandemic to help address the family concerns and needs and to strengthen the school community partnership with families to address the unique needs presented by the pandemic. USD 283 staff also has sent out surveys and conducted needs assessment to ensure that ESSER III funds are addressing the most prominent issues facing our students and their families as it relates to addressing the challenges of Covid 19.

School and District Administrators including Special Education Administration

USD 283 and its administrators meet regularly with the special education staff and to evaluate and address those unique challenges and issues that directly impact our students with exceptionalities. Conducting a needs assessment, addressing learning loss, unique obstacles to our special populations, and training teachers and staff in effectively supporting our students is our priority through the partnership and support of the ESSER III program.

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

USD 283 meets regularly with all staff in addressing the challenges and ongoing needs in supporting a safe and effective learning environment and workplace for all staff. Ongoing weekly staff meetings, conducting needs assessments, staff survey and input along with addressing the ongoing effectiveness of strategies implemented are all part of the districts strategic plan in addressing the unique challenges faced in our district as it relates to Covid 19.

Tribes

The district has one family that is represented by a tribe. We have worked very closely with the students' of this family representing this subgroup in our school district in developing our ESSER support plan. This family was contacted directly by administration and asked for their feedback on our ESSER support plan. Their feedback was implemented into many of our plan's supports including our after school and summer academic learning loss programs. In addition, we conducted a needs assessment survey and had directed conversations with the family representing this subgroup. It was clear from these conversations and feedback from the family and students' that the following supports were most needed:

- 1). Trauma informed instruction and care
- 2). Mental health and community support
- 3). Enhanced SEL curriculum and supports around their needs
- 4). Academic support and learning loss due to the Covid-19 Pandemic
- 5). Support for attendance and health related issues that led to the hiring of the school nurse.

Civil Rights Organization including Disability Rights Organizations

USD 283 pandemic response procedures are implemented to ensure they are in compliance with all Civil Rights Organizations and Disability Rights Organizations. Our district continues to welcome ongoing input and evaluation in addressing the needs of all our special population groups.

Regarding the requirement to reach out to some Civil Rights Organization, I contacted the Kansas Human Rights Commission requesting the sample survey be completed that had been emailed me. I just received an email from Ruth Glover, the Executive Director of the commission.

Her statement to me was that the Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III. Therefore, she did not complete the survey that I had emailed her.

Having attempted to get the survey done from one of the statewide organizations, despite that fact that they didn't respond, due to the school district not having a local Civil Rights Organization.

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

Our ESSER III plans ensure that all stakeholder groups represented in the district and those that may be in the future are included in the planning and support of the ESSER III program. Our plan has utilized technology, professional development and training to specifically address how our small rural school district can help these groups overcome the unique challenges they faced because of the pandemic and to ensure that they have a FAPE.

In reviewing and updating our student information system, we confirmed that we serve 62 students with disabilities, 0 English Learners, 0 children experiencing homelessness, 3 children in foster care, 0 migratory students, 0 children who are incarcerated and 89 children we consider underserved as defined by our at-risk criterion.

Given our small district, it is hard to provide this information as it is easily identifiable in public reporting. However, where representation in each group occurs, we have contacted the families of these students directly through surveys, parent and community focus groups, and held and continue to hold conversations directly with the students and families who met the criteria for these subgroups.

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

USD 283 has surveyed its patrons, staff, community and students for direction on the implementation and use of ESSER III funds. Ongoing evaluation and continuous improvement strategies are utilized to monitor, evaluate and improve the supports afforded through the assistance program.

Further the district has reached out to all the represented subgroups listed above through multiple stakeholder needs assessment survey's, community outreach partnerships, parent focus groups, family focus groups on the development of our after school and summer school academic learning loss programs developed to address the needs of students experiencing learning loss from the Covid-19 pandemic. It was clear from these conversations and the data collected that the following supports and themes were evident.

- 1). Address learning loss
- 2). Safe after school and summer programming to address mental health needs, SEL needs, student trauma and academic learning loss through such programs.
- 3). Provide more support staff in the areas of mental health and student health including the hiring of a social worker and a school nurse directly tied to this information received.
- 4). Develop community mental health partnerships to provide more school and community direction in supporting students.
- 5). Address the ongoing poverty related issues directly attributed to student and family needs because of the Covid-19 pandemic.

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

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

COVID-19 has presented many unique challenges to our small rural school district. Many additional costs for mitigation, sanitization, remote technology, testing, addressing severe social and emotional concerns of staff and students. Absenteeism has been a big challenge along with adequate staffing and support. Supply chain issues for food service, learning loss. Our special population groups have had a tremendous challenge in receiving ongoing community support and services which the district has addressed in its plan as well. Providing more after school and summer programming to address the learning loss, along with hiring a social worker to address the increasing mental health challenges across all student demographics has been a priority for the district. Improving the environmental areas to help improve air quality and mitigate the spread of the virus, the hiring of a district health nurse to test and provide medical intervention along with the equipment. Our district has a majority of students in poverty and providing transportation and internet access ongoing has been another priority for the district as our parents and students have had unique challenges as compared to more urban areas.

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

USD 283 is providing evidence based models for conducting after school programming and three summer school program years to address the learning loss, social emotional needs and to better address the mental health needs of our students and staff. These comprehensive program are in place to directly address the issues impacted by the pandemic.

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

USD 283 will utilize ESSER funds to provide materials, training, professional development and all necessary supplies needed to support our after school programming, academic remediation opportunities, expand resources to support the summer school programming, after school programming and to continue to provide more mental health support.

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

USD 283 will continue to use multiple forms of formative and summative assessment along with our FastBridge tools, state assessment data, and classroom interventions. Data is evaluated weekly and 4 data points are collected in the Fall, Winter, Spring and Summer for a more comprehensive analysis of student progress and addressing the challenges and impact of the loss of instructional time. The district has prioritize mental health and addressing social and emotional needs of students and staff. Given the low-income and high poverty population these priorities in addition to providing after school programs and summer programming are in place to address these needs through 2024.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$389,488	\$0	\$389,488	ESSER III Allocations	\$77,898
Approved Total	\$135,580	\$0	\$135,580	Approved Total	\$126,933
Amount Left	\$253,908	\$0	\$253,908	Amount Still Needed	\$0
In Review Total	\$99,104	\$0	\$99,104	In Review Total	\$50,608
Amount Left	\$154,804	\$0	\$154,804	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
283-3-0019	Direct	True	1000	113	11A	\$50,608	Task Force Review
283-3-0020	Direct	False	1000	600	11B	\$3,201	Task Force Review
283-3-0023	Direct	False	4700	700	14	\$8,000	Task Force Review
283-3-0024	Direct	False	1000	150	2	\$37,295	Task Force Review
283-3-0001	Direct	True	2213	330	4	\$12,451	Approved
283-3-0014	Direct	True	1000	111	12	\$57,199	Approved
283-3-0015	Direct	True	1000	113	11B	\$42,724	Approved
283-3-0017	Direct	False	1000	122	11A	\$8,647	Approved
283-3-0018	Direct	True	1000	113	11B	\$14,559	Approved

Line Item Details

Line Item ID: 283-3-0019

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

Salaries

Account Number

1000-110

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

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

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

2022 summer school program salaries. Addressing learning loss and skill deficits caused by the pandemic. These programs are geared to bring students to grade-level proficiency. The summer program is used to address the learning loss and help students get to grade level proficiency after the learning loss they experienced because of the Covid-19 Pandemic. The program provides learning loss support in the areas of reading, math, science and social-emotional skills for grade levels K-8. The program runs for three weeks in June 2022. This budget covers the salaries for 6 certified staff members to teach the program. This was a change from the original application.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$50,608
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Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$50,608
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Status

Task Force Review

Line Item ID: 283-3-0020

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

Supplies

Account Number

1000-600

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

11B - Planning and implementing supplemental after-school programs.

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

All the supporting enrichment activities address the student learning loss because of the pandemic. This is part of the after-school program. These activities are hands-on learning experiences, educational field trips, and social and emotional activities to support the K-8 grade levels in their learning loss directly tied to the Covid-19 pandemic. This was a change from the original application.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$3,201
--	---------

Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$3,201
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Status

Task Force Review

Line Item ID: 283-3-0023

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

Building Air Purifying

Account Number

2600-700

Function Code

4700 - Building Improvements

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

Purchased air purifiers and filters to improve air quality and reduce the risk of virus transmission and exposure due to COVID.

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

Status

Task Force Review

Line Item ID: 283-3-0024

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 Retention

Account Number

1000-100

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

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

District losing employee's because of COVID-19 and need to find way to retain our staff. Funding will be used to offer a retention stipend. The goal of the stipend is to entice employees to continue working for our school district. 41 full-time employees at \$803, 6 Itinerant SPED staff at \$507, and 5 substitute staff at \$266 December 2022.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$37,295
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$37,295</u>

Status

Task Force Review

Line Item ID: 283-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

0000

Account Number

0000

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

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

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

USD 283 is sending four certified staff members to the BOOST Conference to receive training, professional development, mentoring, and curriculum design and support to improve and better address our after-school programming and summer programming in response to the unique needs and challenges facing our small, high-poverty student demographic along with new mental health and social-emotional strategies for our future programs. This training was used to provide professional development in developing afterschool and summer school programs to address the learning loss in students directly tied to learning loss experienced by students because of the Covid-19 pandemic.

The comprehensive professional development provides training in curriculum, math, reading, social-emotional and rural-focused training specifically designed for small schools and staff to address the learning loss and unique social-emotional, mental health, math, science, and reading learning loss for students in our demographic because of the Covid-19 Pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$8,951
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$12,451</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

Salaries

Account Number

1000-111

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

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

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

After reviewing the data of the incoming 4th-grade students, this student population had the highest need for additional support due to their learning loss because of the pandemic. The administration separated this class out on its own and hired a full time certified elementary teacher to address the learning loss of the vulnerable at-risk population. This position was a new certified teaching position created after local and state assessment data showed higher learning loss needs than the other grade levels. The position is used to address math, reading and science skills to help the students get back to grade level proficiency due to the learning loss experienced because of the Covid-19 pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$57,199
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$57,199</u>

Status

Approved

Line Item ID: 283-3-0015

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

1000-110

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

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

After school program 2021-2022 salaries. Addressing learning loss and skill deficits caused by the pandemic. These programs are geared to bring students to grade-level proficiency. The after-school program includes tutors, certified teachers and support employees to address the learning loss experienced by students directly related to the Covid-19 pandemic. The afterschool program serves all students K-8 in helping them achieve grade level proficiency in Math, Science, Reading and social emotional development skills addressing their social emotional challenges experienced by the Covid-19 pandemic and the learning loss the students experienced because of the Covid-19 pandemic. The afterschool program will be taught by 8 certified staff members.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$42,724
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$42,724</u>

Status

Approved

Line Item ID: 283-3-0017

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

1000-122

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

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

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

2022 summer school program salaries. Addressing learning loss and skill deficits caused by the pandemic. These programs are geared to bring students to grade-level proficiency We will employ 8 part-time non-certified employees.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$8,647
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$8,647</u>

Status

Approved

Line Item ID: 283-3-0018

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

1000-122

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

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

After school program 2021-2022 salaries. Addressing learning loss and skill deficits caused by the pandemic. These programs are geared to bring students to grade-level proficiency. We will employ 6 part-time certified employees

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$14,559
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$14,559</u>

Status

Approved

ESSER III APPLICATION FOR D0285

Status
Approved

KSDE Application Comments

Stakeholder Feedback

Teachers - All teachers should have been reached out to for their feedback.

Civil Rights - Please use this toolkit for guidance on what KSDE is looking for.

https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

Subgroups - Please reach out to more than just students with disabilities

Reminder: The list of evidence based practices on KSDE's website does not qualify. Please use the link below.

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

Current Directory Information

District

Cedar Vale

Address

508 Dora, Cedar Vale, KS 670240458

Mail Address

PO Box 458, Cedar Vale, KS 670240458

Superintendent Name

Lance Rhodd

Superintendent E-mail Address

rhoddl@cvs285.org

Superintendent Phone Number

(620) 758-2265

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lance Rhodd	Superintendent	rhoddl@cvs285.org	(620) 758-2265
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Josie Jarboe		jarboej@cvs285.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/1375178/Cedar_Vale_District_Plan_Safe_Return_Instruction.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 Cedar Vale School District plans to utilize ESSER III Relief Funds to support our mission of providing our students a safe and nurturing learning environment during the pandemic. We will focus our resources on the academic, social-emotional, and healthy environment needs of our school community.

The Cedar Vale School District wishes to continue to fund a summer enhancement opportunity for our student body. The focus of this initiative is to utilize our local individual data as a tool to develop individual learning plans to address areas of loss during the pandemic. Instruction will focus on individual needs, project-based learning, and field trips that would supplement classroom learning objectives. During the academic year we would continue to employ two additional para-professionals to assist in delivering tier level supports for our students. The para-educators would operate under the direction of the classroom teacher and at-risk coordinator.

Social emotional growth that was made during the first year of our redesign was lost as we experienced an uptick in conflict behaviors. CHAMP procedures and developing cross grade level family units were effective tools in developing social norms that were acceptable and supported. Taking this structure away during COVID resulted in students not having a consistent behavior model in place thus increasing our conflict behaviors.

Comparing data from our 2020, 2021 and the 2022 Kansas Communities That Care Survey (Social Emotional Learning Report) data it showed a 48.1%-64.2%-65.6% commitment level to their academics. This data reflects Pre-COVID, COVID, and response to COVID interventions. We have seen growth in data regarding academic failure, suicide thoughts, and depression. These areas have been addressed with our summer enrichment program, additional tier level supports, and part time counselor. We need to continue to fund these interventions as a means to continue growth.

In an effort to support the social-emotional needs of our student body the district would continue to employ an additional part-time counselor. This position would support the social-emotional gaps that have occurred during the pandemic and help facilitate the Second Step curriculum in the elementary and ACHIEVE at the middle school/high school level.

The highest rated area of feedback that we received from our stakeholders is the need to provide a safe and healthy learning environment in our physical education classroom. The gymnasium provides a classroom setting for all K-12 students, school sponsored presentations, and community gatherings. In an effort to support CDC guidelines for in person learning we are looking at utilizing ESSER III Funds to improve the air quality of the physical education classroom. Currently, there is not HVAC system in place that would filter the circulation of air or to recycle fresh air into the facility. In order for a new unit to operate efficiently the current windows would need to be replaced to support the integrity of the HVAC system.

Due to our size an added classified position would be utilized to support several areas of need that occurred from the pandemic. This position would support the food service program (additional cleaning and serving time), janitorial staff (additional cleaning throughout the building), and tier support for the classroom. In a rural district with approximately 140 students individual staff members are required to fulfil several duties and because of the needs created by the pandemic this added position could help support our goals of providing a safe and nurturing environment for our student body.

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, students were given an opportunity to complete a survey in class and provide feedback on how additional ESSER Funds could be utilized to support the challenges they face as a result of the pandemic. The following supports provided the most interest from our student body leadership team (STUCO).

1. Increase the number of classes that are offered in life skills. (Budgeting/FACS)
2. Increase opportunities for outside of the classroom learning.
3. Placing an HVAC system in the physical education classroom to increase air quality.

The input from our student body and conversations with their elected leaders (STUCO) will be incorporated into our ESSER III plan and strategic planning process. Extended learning opportunities during the summer and growing our Individual Plans of Learning will provide additional learning opportunities for individual learners.

Families

All families of the Cedar Vale community received an electronic survey soliciting their thoughts and ideas regarding how to expend the ESSER III Relief money. The Parent Teacher Organization provided additional feedback in the process. Due to our size many community members wear multiple hats and share their feedback across several different mediums. The following areas were the highest level of input from our families and will be incorporated in our plan.

1. Enhanced air quality and ventilation in the physical education classroom.
2. Additional instructional and resource materials to supplement learning loss.
3. Additional personnel to support student learning and safety measures.

School and District Administrators including Special Education Administration

The Cedar Vale School district is a member of the Cowley County Special Services Cooperative. The six-member cooperative district leaders meet monthly to discuss cooperative business and identify areas that we could utilize ESSER funds to best serve the needs of our student bodies. The COOP Leadership team reviews data collected from local and state assessments and rely on the feedback on our stakeholders. The leadership team determined that it was in the best interest of our stakeholders to invest in additional personnel to support smaller caseloads, additional para-educator to support classroom interventions, and training to help facilitate improved teaching strategies to address learning loss.

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

The Cedar Vale Leadership Team was asked to give their insight on how ESSER III funding could be utilized to address the challenges of COVID on our student body, employees, and the safety of our stakeholders. The following responses were shared during the meeting.

1. Instructional Support Coach indicated that additional personnel could be added to help offset the higher demands on the position. Additional students have been added to her caseload and there is more of a need at the middle school and high school level than before.
2. Enhancing the air quality in the gymnasium would help provide a safer classroom environment and community meeting place for school/community activities.
3. Social emotional support personnel/programs would support the needs of our student body and staff.

The feedback we received will be incorporated into our plan by blending several different funding sources. We will continue to fund additional para-professionals, part time counselor, and our enhanced learning summer school opportunity. Cedar Vale Schools employs seventeen certified staff members and ten classified personnel. Each staff member was given an opportunity to complete a survey to voice their thoughts on the best use of ESSER III funds. The items that were listed above were based on that feedback and shared during our leadership meeting. Each staff member was given an opportunity to voice their thoughts during the survey and staff meetings.

Tribes

In a review of our student information system, we identified eighteen students who reported as a member of a tribe. Each family that identified as a tribe was given a survey to complete in order to give their feedback. Many of the suggestions that were mentioned were included in our strategic plan.

1. Offer additional extra-curricular activities that provide students additional ways to be involved.
2. Offer additional behavioral and social emotional supports.
3. Add additional instructional interventions and materials.

The feedback generated from this survey will be incorporated into our strategic plan. Mr. Rhodd contacted the Cherokee Nation in order to obtain additional feedback. The main focus would be on academic and social/emotional supports.

Civil Rights Organization including Disability Rights Organizations

The Cedar Vale District encouraged all stakeholders in our community to participate in an online survey. We are a small rural district with an enrollment of 140 students in our school and 487 within our township. In addition to our survey results we contacted Four County Mental Health to help facilitate the conversation on how we can best serve our diverse constituents. The following recommendations were shared and implemented within our policy.

1. Pandemic has created a loss of social emotional connections between students, peers, and educators. Additional mental health supports would be appropriate to serve all stakeholders of the district.
2. Learning loss can be a precursor for increased anxiety and depression so would recommend additional training on mental health initiatives and programs that would support these needs.

Reaching out to our Senior Citizen Board and Community Rehabilitation Committee provided additional opportunities for feedback from our stakeholders. An effort was made to get the voice of our community to address local concerns and needs. The input was consistent across the board.

Cedar Vale School is located in the rural area of Chautauqua County with a student population of 140 students and approximately 500 in the community. We do not have individuals in our community that are actively involved in Civil Rights Organization. Locally, the Cedar Vale Lion's Club has served a role in our community that fosters a spirit of understanding among the peoples of the world, take an active interest in the civic, cultural, social and morale welfare of the community. The Lion's Club is not a flagship Civil Rights Organization on the state level but within our community members look to unite and provide needed resources for all equally. Many members of the Lion's Club serve on several boards and their feedback was utilized in forming our plan based on added support staff, safe learning environment and extended school year. We have reached out to the Kansas Action for Children and will utilize information from them to incorporate into our plan as we pivot moving forward based on the changing needs of our students.

We have not heard back from them at this date but will utilize the information from our demographics and target those dollars to benefit all students from diverse backgrounds. All students will receive the benefits of targeted assistance, extended school year, and a safe environment to attend 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

The Cedar Vale School district works closely with the Cowley County Special Services Cooperative to meet the needs our students with disabilities. The COOP administrative meets monthly to discuss the needs of our students and determine the best avenue to expend resources to meet these needs.

1. The COOP has recommended hiring additional para-professionals to support classroom learning.
2. The COOP has recommended hiring additional certified staff members to decrease caseload and address learning loss that was created by the Pandemic.
3. The COOP has recommended provided additional support protocols to improve instruction and intervention strategies.

The recommendation of the COOP administration is a key component of our plan to address the issues created by the pandemic.

Cedar Vale Schools has a student population of 140 students. Each student was given an opportunity to complete the online survey during class time and we feel confident that all sub-groups and parents were given an opportunity to provide insight into the use of ESSER III funds. The leadership team reviewed our demographic information and many of our students potentially fall under several sub group categories. We currently do not have students that are in foster care, migratory students, or who are incarcerated. The sub groups identified fall under categories of our children with disabilities and at-risk and those are the areas that were shared above. An advantage of working in a small community is that we are able to obtain feedback from the vast majority of all of our students.

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

The nice part in living in a small tight knit community is that you have several opportunities to receive input from the community. We invited our community to complete the survey that was given in order to reach all facets of our stakeholders. The superintendent met with board members from the People's Place (Senior Center Board) and representatives of the community improvement committee. The following suggestion were made and included into our ESSER III and strategic planning process.

1. Recruit and retain high quality teachers.
2. Improve the school infrastructure so that it is safe for learning to take place.
3. Provide meaningful learning opportunities for all students to address individual needs.

During the process it was exciting to see the number of people that have a sincere interest in our school building and a desire for our students to succeed.

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 has compared our Kansas Communities that Cares Surveys from the 2020, 2021, and 2022 school years. The following data has demonstrated the strategies that have been put in place are showing improvement. The data suggests that the investments we have made by hiring an additional part-time counselor, special programs, and implementation of The Core (MS/HS) and Secondary Steps (Elementary) have the district trending in a positive direction.

Domain Area	2020	2021	2022
Academic Failure	33.3	59.5	45.6
Low Commitment to School	48.1	64.2	65.6
Suicide Thoughts	25.7	39.4	34.2
Hopelessness/Depression	31.4	48.5	31

The district looked at our local data (STAR Testing) to determine the impact of COVID on our district. The numbers reflect data from Pre-COVID, during COVID, and impacts of the interventions utilized (Coming out of COVID). We focused on local data gathered in math and reading. The data suggests who is at or above grade level.

	2020	2021	2022
Elementary Reading	52.6%	43.6%	44%
Elementary Math	72.8%	66.2%	70.4%
MS/HS Math	52.5%	53%	54%

The data is reflective of all our student learners across special populations. The extended school year and implementation of special programs have been utilized to help address areas of 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)

The district is going to take a two-prong approach to utilizing ESSER III funding. We are going to take into account the feedback we received from our stake-holders and local academic assessments. These two areas will drive our focus moving forward. Funds will be utilized to upgrade our classrooms so that a safe and healthy environment exists based on CDC recommendations. The physical education classroom has no HVAC system in place to filter the air or cycle fresh air into the classroom. This was the highest rated area that we received from our stakeholders. The physical education classroom has a multipurpose role in our community. We host numerous school-based programs that are open to the community and since we have the capacity to host large community gatherings the classroom is utilized in that role as well.

Utilizing the data from our Kansas Community that Cares Survey we know there is a need for additional student counseling services. We would continue to fund (original fund ESSER II) the part-time counseling position. This position would be responsible for special programs and coordinate additional interventions/strategies for those students that need it. We are seeing a positive trend in our data that the additional counseling position is having an impact. The position will also help oversee the implementation and fidelity of new programs to address social/emotional needs. (ACHIEVE/SECOND STEP)

The district would continue to fund our summer enrichment program to address learning loss of our student body. We will focus on individual data and based on participation would include a culminating school trip that embrace hands on learning activities. We would fund summer enrichment with ESSER III funds for the summer 2022 and summer 2023. We would employ seven summer school teachers to focus on individual data and credit recovery opportunities.

The district would employ additional para-professionals to support the at-risk coordinator position. Student data drives the use of tier levels of support and our at-risk coordinator oversees these interventions. Based on feedback from our coordinator the added caseload during COVID has led to need to hire additional para-educators or another certified instructor.

Due to the size of our district individuals are required to wear many different hats while employed. We have made a number of adjustments for the safety of our school personnel and student body. For example, an ESSER II funded position has helped with food service, school safety cleaning objectives, and helped with tier level of supports as needed. We would continue to fund this position with ESSER III.

The following would be the use of funds to address learning loss and address the 20% threshold

2023 Summer enrichment program, (\$10,000)<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>

2024 Summer enrichment program, (\$10,000)<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>

2022-2024 Two additional para-educators to support multi tier level of supports,

(\$40,000)<https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/60041>

2022-2024 Part time counselor position to over see programs that address social emotional needs. (ACHIEVE/SECOND STEP)

\$40000 <https://ies.ed.gov/ncee/rel/Products/Resource/-89694>

<https://ies.ed.gov/ncee/wwc/essa>

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

The overwhelming response from our stakeholders is they want a safe environment for our student body to participate in the physical education classroom. The classroom (gymnasium) serves many functions in our small community. The hosting of musical performances, athletic events, and as a place for the community to hold large gatherings. Currently there is not an HVAC system in place to filter or recycle the air and during large events this is necessary to provide a safe environment for our students and community members. We have gone through the steps of getting an environmental study completed and received approval from the historical society. These documents, supported by engineering plans, has been submitted and we received notification of our approval.

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

The district will utilize local assessment data to determine the impact of ESSER III expenditures. STAR testing results will be compared to previous benchmarks to indicate if growth is being made. State assessment data will be used to compare to prior years assessments. We will continue to look at our KCTC survey results and determine if the desired impact has been made in targeted areas. We will adjust to what our data is telling us and utilize the resources at our disposal to make the most meaningful impact. We are seeing an improvement based on the strategies that we have in place but will continue to monitor what our social emotional data is telling us, local and state assessments scores, and feedback that we will continue to receive from our community.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$377,179	\$0	\$377,179	ESSER III Allocations	\$75,436
Approved Total	\$243,580	\$0	\$243,580	Approved Total	\$87,179
Amount Left	\$133,599	\$0	\$133,599	Amount Still Needed	\$0
In Review Total	\$133,599	\$0	\$133,599	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
285-3-0015	Direct	False	4300	350	14	\$121,936	Task Force Review
285-3-0016	Direct	False	2000	120	2	\$10,900	Task Force Review
285-3-0017	Direct	False	2100	220	2	\$750	Task Force Review
285-3-0018	Direct	False	2100	260	2	\$13	Task Force Review
285-3-0002	Direct	True	1000	600	11A	\$6,000	Approved
285-3-0003	Direct	True	1000	400	12	\$3,001	Approved
285-3-0004	Direct	True	1000	890	1A	\$1,000	Approved
285-3-0005	Direct	False	4900	700	14	\$116,401	Approved
285-3-0007	Direct	True	1000	400	12	\$11,198	Approved
285-3-0008	Direct	False	2122	113	10	\$40,000	Approved
285-3-0009	Direct	True	2100	120	12	\$37,000	Approved
285-3-0010	Direct	True	2100	200	12	\$2,830	Approved
285-3-0011	Direct	True	2100	260	12	\$150	Approved
285-3-0012	Direct	True	1000	220	11A	\$4,800	Approved
285-3-0013	Direct	True	1000	260	11A	\$200	Approved
285-3-0014	Direct	True	1000	113	11A	\$21,000	Approved

Line Item Details

Line Item ID: 285-3-0015

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 CONTRACTORS

Account Number

60080

Function Code

4300 - Architecture and Engineering

Object Code

350 - Technical Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

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

Installation/labor of equipment/windows to help filter out germs/sicknesses to improve quality of indoor air
 The KSDE prior approval of the Capital Outlay Expenditure Letter is in this link along with a board approved bid proposals/expenditure breakdown: <https://drive.google.com/drive/my-drive> The link will send a share request.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$121,936
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$121,936</u>

Status

Task Force Review

Line Item Comment from KSDE

New amount - decreased.

Line Item ID: 285-3-0016

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 Nursing Salary

Account Number

6014

Function Code

2000 - Support 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

NEW- Nursing staff salary adding health care support to students to prevent school absences due to covid related illnesses.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,900
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$10,900</u>

Status

Task Force Review

Line Item ID: 285-3-0017

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 Social Security Nursing Staff

Account Number

6017

Function Code

2100 - Support Services (Students)

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

NEW- Social security benefits for nursing staff adding health care support to students to prevent school absences due to covid related illnesses.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$750
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$750
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Status

Task Force Review

Line Item ID: 285-3-0018

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 Unemployment Nursing Staff

Account Number

6018

Function Code

2100 - Support Services (Students)

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

NEW- Unemployment benefits for nursing staff adding health care support to staff and students to prevent school absences due to covid related illnesses.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$13
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$13
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Status

Task Force Review

Line Item ID: 285-3-0002

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 TEACHING SUPPLIES

Account Number

60020

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 after school and summer school programs to address learning loss due to covid isolation and remote learning

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	<u>\$6,000</u>

Status

Approved

Line Item ID: 285-3-0003

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 NameESSER III PURCHASED
SOC/EMOTIONAL PROGRAMS**Account Number**

60050

Function Code

1000 - Instruction

Object Code

400 - PURCHASED PROPERTY 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 Core Project program to help meet students needs emotionally and socially due to extended isolation and remote learning loss from covid restrictions. Lessons are integrated into the school environment and develop social/emotional skills in students on a weekly basis through the classroom teacher. The cost of the program is \$3299

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$3,001
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Total Expenditures	\$3,001
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Status

Approved

Line Item Comment from KSDE

Clarification: Please provide additional information regarding what programs will be purchased with these funds and how it will affect (reduce) student learning loss.

Line Item ID: 285-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III OTHER EXPENSES

Account Number

60060

Function Code

1000 - Instruction

Object Code

890 - Other Miscellaneous Expenditures

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Social or academic expenses associated with summer school or after school tutoring instruction to address learning loss due to covid. Expenses include supplies for after school/summer school activities, summer school snacks and activities, incentives for attendance and participation in after school/summer school programs to help students recover from data based learning loss due to covid. After school/summer school is targeted for students who need that extra help to maintain social and academic skills that have been or could be lost.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$500
Budgeted Expenditures in SFY 2024	\$500
Total Expenditures	<u>\$1,000</u>

Status

Approved

Line Item Comment from KSDE

This line item does not qualify for the 20% set aside.

If the district intends to capture indirect expenditures as part of the indirect cost rate, please confirm. If the district is claiming these as regular ESSER expenditures, please provide additional details as to how the funds will be utilized.

Line Item ID: 285-3-0005

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 EQUIPMENT/FURNISHING

Account Number

60070

Function Code

4900 - Other Facilities Acquisition and Construction

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

The KSDE prior approval of the Capital Outlay Expenditure Letter is in this link along with a board approved bid proposals/expenditure breakdown: <https://drive.google.com/drive/my-drive> The link will send a share request.

The physical education classroom (gymnasium) does not have a current HVAC system in place to filter the quality of air in the classroom for our students. The gymnasium is used daily as a physical education classroom, school-based community programs, and utilized as a meeting hall for community or organizational meetings. The filtration and ventilation of the air quality is essential to mitigate the spread of the COVID virus. The proposed costs are necessary to improve the air quality of a classroom setting that all of our K-12 students utilize on a daily basis. In order for the system to operate effectively windows must be replaced in conjunction with improving the filtration and ventilation of the classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$116,401
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$116,401</u>

Status

Approved

Line Item Comment from KSDE

Clarification: Please provide additional information regarding this expenditure. Are you wanting to replace existing HVAC and windows? Please be advised that construction requires additional procedures.
Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 285-3-0007

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 PURCHASED SERVICES

Account Number

60090

Function Code

1000 - Instruction

Object Code

400 - PURCHASED PROPERTY 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

Cedar Vale Schools is committed to addressing the learning loss our students encountered during the COVID-19 pandemic. Cedar Vale Schools will utilize local data from our STAR testing, state assessments, and diagnostic tools from researched based programs. IXL will be utilized as an instrument to address learning loss (K-12) in ELA and mathematics. Individual data from STAR testing and fluency charts will be utilized to place students appropriately with a defined set of time each week. Students will be evaluated three times a year to determine growth and appropriate levels of intervention.

Really Great Reading is a PrK-7 program that contains a diagnostic component that places students at the appropriate level to address phonics and fluency. Students will be evaluated a minimum of three times to ensure appropriate interventions are in place to address learning loss.

HMH Into Literature™ is a comprehensive English language arts solution that provides engaging and rigorous texts to build intellectual stamina and tenacity while developing analytical readers, independent thinkers, and proficient writers. Students will take formative tests that are utilized to differentiate instruction based on individual student performances. Students will be placed in groups based on individual needs. Identifying students gaps by utilizing this curriculum will help address learning loss associated with COVID-19. See and open link below to program/budget for ESSER III programs. <https://docs.google.com/document/d/1kejp7rAdIItAMukGs2tGSIkMzPJK407H/edit#heading=h.gjdgxs>

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$11,198
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$11,198
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Status

Approved

Line Item Comment from KSDE

Clarification: Is this request for staff professional development and the purchase of programs (credit recovery and Seesaw)? If so, then these need to be on separate lines.

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

Line Item ID: 285-3-0008

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 NameESSER III SOCIAL/EMOTIONAL
COUNSELOR**Account Number**

60100

Function Code

2122 - Counseling Services

Object Code

113 - Part-Time Certified Salaries

Allowable Use10 - Providing mental health services
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional counselor made available to students for social/emotional support. She will assist students who are struggling to maintain socially, emotionally, and academically due to lasting effects from isolation due to covid.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$20,000
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Budgeted Expenditures in SFY 2024	\$20,000
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Total Expenditures	\$40,000
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Status

Approved

Line Item ID: 285-3-0009

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 STUDENT SUPPORT STAFF

Account Number

60110

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Para professionals add individual academic support to students needing individual or additional before, during, and after school assistance to maintain or recover from learning loss due to covid isolation and remote learning effects.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$18,500
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Budgeted Expenditures in SFY 2024	\$18,500
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Total Expenditures	\$37,000
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Status

Approved

Line Item ID: 285-3-0010

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 NameESSER III SOC SECURITY STUDENT
SUPPORT STAFF**Account Number**

60120

Function Code

2100 - Support Services (Students)

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

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

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

Social security benefits for para professionals adding individual academic support to students to prevent learning loss due to covid effects.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,415
Budgeted Expenditures in SFY 2024	\$1,415
Total Expenditures	<u>\$2,830</u>

Status

Approved

Line Item ID: 285-3-0011

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 NameESSER III UNEMPLOYMENT STUDENT
SUPPORT STAFF**Account Number**

60130

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

unemployment benefits for para professionals adding individual academic support to students to prevent learning loss due to covid effects.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75
Budgeted Expenditures in SFY 2024	\$75
Total Expenditures	<u>\$150</u>

Status

Approved

Line Item ID: 285-3-0012

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 NameESSER III SOC SECURITY CERTIFIED
STAFF**Account Number**

60150

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social security for certified counselor/summer school certified staff that will instruct for summer school to help students maintain or prevent learning loss that was an effect from covid isolation and remote learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,400
Budgeted Expenditures in SFY 2024	\$2,400
Total Expenditures	<u>\$4,800</u>

Status

Approved

Line Item ID: 285-3-0013

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 NameESSER III UNEMPLOYMENT CERTIFIED
STAFF**Account Number**

60160

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for certified counselor/summer school certified staff that will instruct for summer school to help students maintain or prevent learning loss that was an effect from covid isolation and remote learning.

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	<u>\$200</u>

Status

Approved

Line Item ID: 285-3-0014

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 CERTIFIED SALARIES

Account Number

61000

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

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

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

Salary for certified summer school staff to help students maintain or prevent learning loss that was an effect from covid isolation and remote learning. One certified staff member will be hired for credit recovery/individual one on one instruction, in addition to six certified summer school staff to assist students individually in credit recovery programs and summer school learning/activities. Each certified staff member will receive a \$1500 stipend.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$10,500
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Budgeted Expenditures in SFY 2024	\$10,500
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Total Expenditures	<u>\$21,000</u>
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Status

Approved

Line Item Comment from KSDE

Clarification: What staff will be hired in addition to the one certified staff member listed above. Program information requested: anticipated number of students and the duration of the summer program.

ESSER III APPLICATION FOR D0297

Status
Approved

KSDE Application Comments

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

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
St Francis Comm Sch	100 S. College Street, St Francis, KS 677561110	PO Box 1110, St Francis, KS 677561110
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mark Penka	mpenka@usd297.org	(785) 332-8182

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mark	Penka	mpenka@usd297.org	(785) 332-8182

Plan for Safe Return

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

https://www.usd297.org/vnews/display.v/ART/612933e235381?in_archive=1

Use of Funds for CDC Guidance

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

The plan is to be able to have fresh air circulate through the building to try to keep people healthy. Research shows that students have good attendance have better grades and score better on standardized tests. The plan is to utilize the windows to keep the children healthy and at school.

The plan is to have comfortable water in the bathrooms for anyone using the facilities to have hot water to wash their hands. This would help to combat the spread of germs, combat the spread of illnesses, and even the spread of Covid-19.

Stakeholder Engagement

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

Students

The District Leadership Team met with student organizations and various students within the district to help formulate a plan for spending Essers Money. All students had the opportunity to attend the meetings and make suggestions. The students gathered information and brought a proposal with several ideas on what would be best for the school in the long term. Several ideas were presented, and discussions were taken to the site council meetings. A survey was created and shared with students via email after the various meetings, where students had an opportunity to vote on the proposed items.

Families

The District Leadership Team met with the site council in the spring, and they were tasked with gathering ideas from community members on how the money would best be spent. The site council brought proposed ideas to the meeting, looked at the board and students' ideas, and helped spread the word on what was being considered. The proposed ideas were shared during one of the meetings, and sharing feedback from student organizations, teachers, administration, and board ideas; the list was created for the committees to vote upon. The main ideas came down to air conditioning, windows, and hot water in all bathrooms within the district. The high school and the grade school had older bathrooms that the Junior High and K-3 utilized that only had cold water. After reviewing the data, many individuals voted to spend the money to get hot water in the bathrooms (90%). Administration and board members also had an opportunity to host a public forum before a board meeting. Unfortunately, very few community members were able to attend.

School and District Administrators including Special Education Administration

All administrators (3) had a hand in developing the ESSER III plan; thus, the plan was approved. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The three building administrators have contributed their thoughts and ideas and expressed the needs of the teachers and students as we expand these funds, including consideration for our special population groups. The administration felt the following should focus on our ESSER III plan to send out surveys.

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

We had several Esser-specific staff meetings within the district, and the teachers also had availability to the District Leadership Team that was directly working with the students, site council, and administration. Having fewer than 25 teachers within the district, it was very easy to get feedback from all the teachers. The teachers shared many ideas and worked collaboratively with each other and the different groups to devise a plan that everyone would be happy with. That was a very large benefit to being a small district with fewer than 1,000 in district. Getting feedback and working together proved to be very beneficial to the meetings.

There was overwhelming support for windows and hot water within the district. Air conditioning had very little support amongst the staff, administration, community members, and several students.

Tribes

Although the district is unaware of any Tribal residents in the community, we currently do not have any students who identify as Native American in our school information system. Everyone had an opportunity to share with the committees. Being a very small district with fewer than 280 students and less than 1,000 families, it was easy for the district to allow everyone to share their thoughts.

Civil Rights Organization including Disability Rights Organizations

Contact was made with NKESC, and ideas such as Additional summer programs, additional support in the classroom, Increases in behavioral support, and Assistive technology. Para-educators give students with disabilities their best opportunity to achieve success and additional aids for the classroom. Through our ESSER III application, USD 297 plans to incorporate several interventions to assist students with disabilities, including summer school programs and additional aids and paraprofessional personnel.

Other external resources that there were no responses from are as follows: ACLU-Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center for Kansas, and Kansas NAACP.

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

We have collaborated with NKESC to ensure all students with disabilities, as well as inviting teachers and parents of these students to meetings and to complete the survey. We also spoke in person to several of our Foster Families who supported the below interventions. These representatives felt the following would benefit students through these communications: Summer Programs, Counselor Professional development in SEL. However, all other groups had respondents representing their voices in our ESSER III plan.

English Learners were reached out to within the district, and we have very few; 97.8% of our population speak English as the primary language. They were in favor of better air quality.

Homeless and migrant students were contacted, and we had no response. They were emailed the link to fill out the google forum. Also, remind application is where we notify students and parents about what is taking place within the district was sent out to ask parents to fill out the google forum. This was sent out on two occasions. Despite the notifications, none of them responded to the google forum or attended the meeting.

We currently do not have any children who are incarcerated.

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

The district conducted a public forum that was open to the public to review the ESSER III plan in the spring of 2021. To further get input from stakeholders, community surveys were conducted and posted to encourage community input. There were very few responses to the survey. The most requested items of the survey revealed that: Summer tutoring programs. Additional personnel (instructional), Additional instructional materials and resources, new windows for the entire district, and hot water in all bathrooms within the district. These have all been considered and are part of our ESSER III plan.

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

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

Our data indicates that no one group was more impacted more than any group. The lower elementary showed the biggest gaps in data. Our fast bridge testing did show that the lower elementary struggled the most with letter identification and phonemic awareness. The current third grade or kindergarten class from 2020 showed the biggest need for targeted assistance. To help combat this, we will offer summer school and hiring aids to help the students close the gap on learning loss. This money is not yet been requested. Among all age groups and populations, we have noticed a decided increase in absenteeism, likely from the unintended (and incorrect) message received by learners that school attendance was not impactful on their grades and general academic performance. We believe, though we do not have scientific data to underpin this claim, that a general apathy among non-college-bound students has arisen since Covid became a player in our school's decision-making. An increase in office discipline referrals was noted in the junior/senior high school in the two years since the Covid shutdown. We have hired a new counselor in both buildings (grade school and junior/senior high school) to provide more support for students who suffer from mental health issues. The benefit of these new counselors has been a leveling off of office discipline referrals and, if our current-year data is to be believed, a measurable decrease in such referrals.

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

I currently have not requested any Esser III money towards loss of learning. One of the areas that we will be spending the money on will be Summer School and the purchasing of the curriculum. The evidence-based curriculum we will purchase is Everyday Math; Second Step, Read Naturally, and Starfall for Pre-K-5 students. For the 6-12 students, we will purchase and implement Read Naturally "Live" -6-9, Read Naturally-6-10, Functional Behavior Assessment-based Interventions, Dual Enrollment, and Credit Recovery.

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

I will be requesting money shortly to help pay for summer school, curriculum, and additional support staff to address the learning loss. The remainder of the money will be spent on HVAC.

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

After paying for certified staff and purchasing the curriculum for the summer program, it should take most of the Essers III money to pay for this. We are still currently looking for aids to be able to assist us, and that will take the remainder of the money to pay for. Then we will pay for the remainder out of our general fund.

Though we do not have scientific data to underpin this claim, we believe that general apathy among non-college-bound students has arisen since Covid became a player in our school's decision-making. Office discipline referrals were noted in the junior/senior high school two years since the Covid shutdown. We have hired a new counselor in both buildings (grade school and junior/senior high school) to provide more support for students who suffer from mental health issues.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$440,247	\$0	\$440,247	ESSER III Allocations	\$88,050
Approved Total	\$435,885	\$0	\$435,885	Approved Total	\$83,688
Amount Left	\$4,362	\$0	\$4,362	Amount Still Needed	\$4,362
In Review Total	\$4,362	\$0	\$4,362	In Review Total	\$4,362
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
297-3-0012	Direct	True	1000	120	12	\$4,362	Task Force Review
297-3-0003	Direct	True	1000	110	12	\$11,276	Approved
297-3-0004	Direct	True	1000	610	12	\$24,104	Approved
297-3-0005	Direct	True	2100	110	12	\$3,900	Approved
297-3-0008	Direct	True	2100	110	12	\$39,280	Approved
297-3-0009	Direct	False	4500	430	13	\$231,135	Approved
297-3-0010	Direct	False	4500	430	13	\$121,062	Approved
297-3-0011	Direct	True	1000	100	12	\$5,128	Approved

Line Item Details

Line Item ID: 297-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

Federal Funds

Account Number

77-1000-610

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

Classroom aides for K-2 students to focus purely on learning loss for the 2022 school year.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$4,362

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$4,362

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

77-1000-610

Account Number

Federal Funds - Essers

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Classroom aides for K-2 students to purely focus on learning loss

Budgeted Expenditures in SFY 2021	\$11,276
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$11,276</u>

Status

Approved

Line Item Comment from KSDE

As per district: data shows that the grades most significantly affected by the pandemic were the younger ones, specifically Kindergarten. Two classroom aides have been hired to focus on those students.

Allocation Type

Direct Allocation

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

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

Account Name

77-1000-610

Account Number

Federal Funds - Essers

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

Please describe the expenditures within the account and how they will address a COVID-19 needWide variety of classroom materials are located at <https://ies.ed.gov/ncee/wwc/essa>

Some of the items are listed below.

Savvas Learning \$671

McGraw Hill \$8269

Read Naturally \$690

Studies Weekly \$2959

Journey Readers \$129 and K-5 reading \$4517

Freckle Math \$750

Haggerty Phonics \$969

Functional Behavior Assessment-based Interventions

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$24,104**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,104**Status**

Approved

Line Item ID: 297-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

77-1000-610

Account Number

Federal Funds - Essers

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Instructional coaching for teachers who are struggling dealing with students deficiencies due to learning loss. This is being provided by Southwest Plains Regional Service Center.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,900
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,900</u>

Status

Approved

Line Item ID: 297-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

77-1000-110

Account Number

Federal Funds - Essers

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Additional staffing to address the loss of learning. Hiring a new teacher in the second-grade classroom to help split up the class to help get them back on track. The second-grade class has been affected every year by Covid.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$39,280
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$39,280</u>

Status

Approved

Line Item ID: 297-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

Federal Funds - Essers

Account Number

77-4595

Function Code

4500 - New Building Acquisition and Construction

Object Code

430 - Repairs and Maintenance Services

Allowable Use

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

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

USD 297 plans to use all of the Esser II funds and part of Esser III to be spend on windows for both buildings in the district. Several windows are either unable to open or are in poor condition to open. We feel that allowing teachers to be able to open windows for fresh air would help keep students healthy by allowing fresh air to flow through the buildings. Research has shown that keeping students healthy and in the classroom is the best practice for providing quality education to all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$231,135
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$231,135

Status

Approved

Line Item Comment from KSDE

Approved at the November 2022 State Board Meeting

Line Item ID: 297-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

Federal Funds - Essers

Account Number

77-4595

Function Code

4500 - New Building Acquisition and Construction

Object Code

430 - Repairs and Maintenance Services

Allowable Use

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

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

USD 297 plans to use a portion of the Essers III money are installing hot water lines in both the Jr/Sr high building, and the elementary building. Several of the bathrooms do not have hot water lines and they plan is to install them. The total cost towards installing the hot water lines is \$125,758. They will address Covid-19 by allowing students to do a more thorough job of washing their hands by having a more comfortable temperature. This will help to combat sickness, including Covid-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$121,062
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$121,062</u>

Status

Approved

Line Item Comment from KSDE

Approved at the November 2022 State Board Meeting

Line Item ID: 297-3-0011

Allocation Type

Direct Allocation

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

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

Account Name

Federal Funds - Essers

Account Number

77

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

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

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

Additional money towards the teacher that was created for learning loss in the 2nd-grade classroom. The teacher's total salary was greater than the 39,280 requested, and the 5,128 makes up the difference for the total amount the teacher will be paid.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,128
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,128</u>

Status

Approved

ESSER III APPLICATION FOR D0298

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>
Lincoln	133 E Lincoln Ave, Lincoln, KS 67455	PO Box 289, Lincoln, KS 674550289
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Scott Crenshaw	crenshaw.scott@usd298.com	(785) 524-4436

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Scott Crenshaw	Superintendent	crenshaw.scott@usd298.com	(785) 524-4436

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/1340046/DOC003.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 298 is working collaboratively with our county health department, KDHE, and others in order to keep abreast of guidance information and safety protocols to keep our district in person as much as possible. All of our efforts with ESSER III funds are focused on improving safety of our school environment through sanitation, improved HVAC systems and an increased focus on learning loss and remediation. Our admin team, board of education, as well as other stakeholders will determine the best use of ESSER III dollars, which will then be reviewed by KSDE for approval.

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 298 has a student body comprise of the following subgroups: 51.2% free and reduced, our ethnicity is comprised of 2% Asian, 3% African American, 88% Caucasian, 6% Hispanic, and 1% Pacific Islanders. Our district recognizes that at risk students are most likely to experience learning loss throughout the pandemic. All student input is critical to our effective response to the pandemics impact on learning. In the fall semester of 2021, secondary students of USD 298 were encouraged to fill out a survey to express how they thought our ESSER 3 funds should be used to overcome any obstacles or challenges presented by the pandemic. There were very limited responses from students. Another survey was administered in March 2022. This survey had 151 of our 175 secondary students responding. The link to the survey is: https://docs.google.com/forms/d/1VdhwuVK9WgMyVMUDEG-cKpAQ4_FOt9h7tAAoKsWUXI/edit#responses Based on these responses, the students identified increased technology, facilities upgrades for student health and expanding social emotional support as the top priorities for ESSER funding uses.

Families

In the fall semester of 2021, USD 298 families at all grade levels K-12 were encouraged to participate in a survey to express their thoughts on how ESSER 3 funds could be used to overcome the learning challenges and obstacles the the pandemic has presented in USD 298. Our families expressed their need and concerns through the survey for improvements in HVAC to increase the air purification in our schools. Our secondary building is 27 years old with the original HVAC system. Parents responded that the HVAC needed to be upgraded to a higher filtering system and improved efficiencies. Parents also expressed that our technology needed to be upgraded to facilitate better remote learning and remediation of learning loss from home. Parents expressed that our schools needed upgrades in order to reduce the risk of transmission of the pandemic virus.

School and District Administrators including Special Education Administration

Administration meetings have been held on a weekly basis to discuss needs that would qualify for ESSER funding. Teacher retention, air quality, technology, a school nurse, at-risk para support and premium pay were identified as the top areas of concern. Special education coop meetings were held regularly to provide input on how to best utilize ESSER 3 funding.

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

Faculty meetings were held to discuss the priorities of needs that would fall under ESSER funding protocols. These meetings were held in person with staff, administration, and the superintendent. A survey was also shared with the entire staff of USD 298 in order to gather feedback on ESSER 3 funds usage. ESSER 3 was also discuss with the bargaining unit of USD 298 in order to gain input on utilizing ESSER 3 funds for premium pay for teacher retention. The identified needs through these interactions were technology, air quality, and premium pay for retention of staff and continuity of learning for students.

Tribes

Research on the bia.gov website does not identify any tribes in Lincoln County USD 298. Further research at <https://www.ncai.org/tribal-directory> does not identify any tribes in Lincoln County USD 298

Civil Rights Organization including Disability Rights Organizations

Communication with the City Commissioners, County Commissioners, Chamber of Commerce, and the Lincoln County Economic Development Department all resulted in the same conclusion, that there were no civil rights or disability rights organizations in Lincoln County. The superintendent attempted to contact ACLU-Kansas and Kansas Action for Children but has yet to receive a response.

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

As the superintendent, I am responsible for foster care students, homeless students, etc. I am the advocate for these groups and I have spoken with our families of homeless students to gain an increased knowledge of the challenges and needs of our homeless population. I work with Allie Webb at St. Francis Ministries with our foster care students. We have discussed the importance of investing in social emotional support for foster students and the importance of having up to date curriculum and progress monitoring tools to best assess and serve foster students. USD 298 works very closely with our SPED coop in evaluating needs and implementing solutions for our students with disabilities. Lincoln USD 298 does not experience a high level of migratory students or children who are incarcerated.

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

Our community of USD 298 was encouraged to participate in a survey that was shared in the Fall semester of 2021 in order to have input in the best use of ESSER 3 funding to address impacts that the pandemic created. Our community members expressed that we needed to increase and provide better mental health services for our students and also that we needed to address and improve learning loss among our students.

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

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

USD 298 was able to maintain almost 100% in person teaching throughout the 2020-2021 school year. We had 2 sports teams quarantined, and 2 grade levels of elementary students quarantined. We had several students remote learning due to health issues. Due to the fact that we did not have a major impact from remote learning, our students were able to maintain appropriate levels of learning as our testing data showed. Our district had a mask mandate for the 2020-2021 school year. We do have concern with social emotional impacts on students from the stress associated with COVID. Unemployed parents, reductions of income, and the uncertainty of the future created stress and trauma for our students and staff. We began working in the spring to partner with Central Kansas Mental Health to bring therapeutic counseling and case management into the district at our buildings. We were able to begin the 2021-2022 school year with this social emotional support in place for our students and staff. There currently is a high level of anxiety as we wait to see what the COVID variants will do to our community and our schools.

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

We have, and will continue to use ESSER funds to replace very old and outdated curriculum to support students and staff with state standard aligned curriculum to remediate learning loss among students affected by COVID circumstances. We also have a plan for increasing our technology in classrooms to match the new curriculum and take advantage of all of the resources available with new curriculum (most of it is very "on-line" focused). USD 298 had increased its focus on progress monitoring by purchasing FastBridge in order to quickly identify gaps in learning and adjust teaching strategies to make sure students are brought up to speed to the correct levels of learning. Professional development with the FastBridge system will continue for faculty and staff. Professional development for teaching staff will be enhanced through research based programs, such as Kagan Strategies, Big Idea Math and LETRS training to equip our staff with the tools they need for diverse teaching strategies, remediation strategies, and identification of struggling students.

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

USD 298 will use remaining ESSER funds to prioritize response to stakeholder input. USD 298 will focus on air quality by replacing 26 year old HVAC systems with efficient ion air purifying HVAC replacement units. Windows and doors at the Junior Senior High School will be replaced with units that allow fresh air to be brought into the classroom. Technology upgrade such as interactive smart boards will be purchased in order to take full advantage of new curriculum and the online components of new curriculum. This technology will also allow us to be better equipped for remote learning if the transition to remote is necessary.

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.

Every identified area from our stakeholder input will impact all students, but will be most impactful for those students who experienced learning loss, trauma, and the need for remediation. The mechanical upgrades will provide purified ion generating air for our entire jr/sr high school building. Our technology upgrades will allow students to utilize modern systems for learning and remediation. Our partnership with a mental health association will allow us to not only identify social emotion issues, but to be able to address those issues in our buildings for all students.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$554,985	\$0	\$554,985	ESSER III Allocations	\$110,997
Approved Total	\$332,600	\$0	\$332,600	Approved Total	\$0
Amount Left	\$222,385	\$0	\$222,385	Amount Still Needed	\$110,997
In Review Total	\$50,000	\$0	\$50,000	In Review Total	\$0
Amount Left	\$172,385	\$0	\$172,385	Amount Still Needed	\$110,997

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
298-3-0006	Direct	False	2600	700	14	\$50,000	Task Force Review
298-3-0001	Direct	False	1000	110	16	\$99,650	Approved
298-3-0002	Direct	False	1000	120	16	\$61,950	Approved
298-3-0003	Direct	False	3100	700	13	\$17,000	Approved
298-3-0004	Direct	False	1000	700	9	\$64,000	Approved
298-3-0005	Direct	False	2600	700	14	\$90,000	Approved

Line Item Details

Line Item ID: 298-3-0006

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

Account Number

07

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

This request for funds is a continuation of the HVAC project at Lincoln Junior Senior High School. The requested funds are to purchase additional roof top HVAC units for air quality improvement with greater filtration capabilities as well as ultra violet light sanitation systems in the HVAC units. The capital improvement process and documents were submitted under ESSER 2 for this project and are still relevant and applicable.

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	<u>\$50,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines

Line Item ID: 298-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salary

Account Number

7

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 is necessary and reasonable given the continuing increase in job duties, not only with identification of learning loss and remediation from the initial COVID impact and now the COVID Delta variety, but also the extra duties required for classroom sanitation. Certified personnel will be responsible for additional classroom sanitation which will increase their job related duties. We would like approval to offer a tiered premium pay program to our certified staff. We would increase the premium pay every year. The purpose of this request is that we are very challenged with finding and keeping staff. Premium pay incentive would allow us to recruit and retain desperately needed staff. Premium pay would also allow us to maintain a continuity of learning in our classrooms, especially as we identify and remediate learning loss among students. For the next few years, continuity of learning with staff members that know our students is critical for our success. We have developed a map of our premium pay program that divides our salary schedule in thirds. Teachers in the first tier (steps 2-9 on the salary schedule) would receive premium pay of \$750, \$950, and \$1150 each year for 3 years. Teachers in our second tier (steps 10-18 on our salary schedule) would receive premium pay of \$950, \$1150, and \$1350 each year for 3 years. Teachers in our third tier (steps 19+ on our salary schedule) would receive \$1150, \$1350, and \$1550 over the three year period.

Budgeted Expenditures in SFY 2021	\$27,150
Budgeted Expenditures in SFY 2022	\$33,150
Budgeted Expenditures in SFY 2023	\$39,350
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$99,650

Status

Approved

Line Item ID: 298-3-0002

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

Wages

Account Number

7

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

We are seeking approval for premium pay for our classified staff members who are the backbone of our cleaning and sanitizing operations for USD 298. All of our classified personnel have taken on extra duties that are COVID related and essential to continued operations of our district during this pandemic. We have developed a tiered system of premium pay over a three year span. The premium pay will help us to keep our current staff in order to maintain continuity in our operations and maintenance of our school system. Besides retaining our current staff, this premium pay for extra duty COVID related issues will aid in recruitment of new staff as necessary. Upon approval for this expense, our classified personnel will be eligible for premium pay in the amounts of \$750, \$950, and \$1250 over the next three years.

Budgeted Expenditures in SFY 2021	\$15,750
Budgeted Expenditures in SFY 2022	\$19,950
Budgeted Expenditures in SFY 2023	\$26,250
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$61,950</u>

Status

Approved

Line Item ID: 298-3-0003

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

Furniture/Equipment

Account Number

7

Function Code

3100 - Food Service Operations

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

Purchase individual seating lunch tables for our elementary school cafeteria. Currently students are on bench seats and migrate to unsafe distances during lunch. Individual seat tables would allow students to maintain social distancing during lunch and not slide close together or overpopulate a table risking transmission of COVID among the student population.

Budgeted Expenditures in SFY 2021	\$17,000
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$17,000</u>

Status

Approved

Line Item ID: 298-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Technology

Account Number

7

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

We are seeking approval for NewLine Interactive Boards for 20 of our classrooms. We have purchased new core curriculum k-12 and there are large portions that are online content. We need these smart boards in order to maximize the use of this new curriculum, addressing learning loss and remediation in a timely manner, and also to prepare for any remote learning or closure due to the COVID Delta variant.

Budgeted Expenditures in SFY 2021	\$64,000
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$64,000</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

Account Number

07

Function Code

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

Object Code

700 - PROPERTY

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

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

We were approved for our Capital Improvement Project of our gymnasium HVAC on ESSER 2. We do not have enough remaining funds in Esser 2 to complete the project. Our gymnasium currently has two direct fire heating units on the roof that have no filtration and direct carbon monoxide into our gymnasium. When the carbon monoxide reaches a certain level, an exhaust fan removes the heated air/gas and the process starts over. We are wanting to install new HVAC units with filtration and ion cleansing modules. We need this funding from ESSER 3 to complete the project as cost of goods has increased approximately 30% since the beginning of ESSER 2.

Budgeted Expenditures in SFY 2021	\$90,000
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$90,000</u>

Status

Approved

ESSER III APPLICATION FOR D0507

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>
Satanta	100 Caddo, Satanta, KS 678700279	Box 279, Satanta, KS 678700279
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mike Ward	mward@usd507.org	(620) 649-2234

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Garrett Moreno	Board Clerk	gmoreno@usd507.org	(620) 649-2234
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Mike Ward		mward@usd507.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.usd507.org/vnews/display.v/ART/61ae186b99dfe>

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 ESSER funds to purchase cleaning supplies, masks, and MERV 13 filters to ensure a safe, sanitary environment for in-person learning. Additionally, we are providing maintenance personnel extra duty compensation for additional time and effort spent sanitizing school facilities. Finally, we are using ESSER funds to pay for a school nurse to administer a Covid testing program, monitor Covid levels, provide health care for students in the building, determine which students need to be sent home from school, and communicate isolation and quarantine guidelines with families.

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 conducted a survey of students and held focus groups during students' enrichment classes. The following supports received the highest level of interest from students:

1. After-school programs
2. Materials for intervention

Other suggestions included more snacks, new uniforms, turf for the football field, additional student activities, more counselors, improved wifi, and upgraded facilities.

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

Families

We partnered with the Liberal Area Coalition for Families to survey families. We made a survey available at parent teacher conferences, with a \$5 gift card incentive for parents who participated. All of the parents who attended conferences completed the survey. We also made the survey available on Facebook for parents who did not attend conferences. Additionally, we reached out to parents through PTO, parent teacher conferences, and other school events to seek family input. The following supports received the highest levels of interest from parents:

1. Summer school
2. After-school programming
3. Social-emotional support

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

School and District Administrators including Special Education Administration

School and district administrators were part of the ESSER application process. They identified and prioritized needs and assisted with budgeting. They also submitted input via the survey. We coordinated with administrators from High Plains Educational Cooperative to ensure that our services aligned with their goals and programs. The following supports received the highest levels of interest from administrators:

1. Materials/programs for remediation
2. Summer school
3. After school programming
4. Social-emotional supports

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

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

Teachers and staff members were given the opportunity to provide input on needs and priorities as well as make specific recommendations and requests. The Satanta Teachers Association was informed of budgeting decisions and given the opportunity to provide feedback. Principals prioritized teachers' requests and assisted with the application process.

The following supports received the highest level of interest from teachers and principals:

1. Materials/programs/technology for remediation
2. After school programming
3. Summer school
4. Social-emotional supports

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

Tribes

Tribal representatives were given the opportunity to complete the ESSER survey. District representatives met with a tribal representative who lives in Satanta and is a parent to three USD 507 students. The following suggestions were made by the tribal representative:

1. Provide meal delivery for families who are quarantining or isolating due to Covid
2. Summer school
3. After school programming

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

Civil Rights Organization including Disability Rights Organizations

We contacted the following Kansas organizations to representatives to complete the ESSER survey:

ACLU Kansas

Kansas Human Rights Commission

Kansas Action for Children

Disability Rights Center of Kansas

Kansas NAACP

United Way

Kansas Disability Resources and Advocacy Organizations

We received a reply from Kansas Disability Resources and Advocacy Organizations and ACLU Kansas.

We ensured that the parents of students with disabilities completed the ESSER survey, and we met individually with parents of children with disabilities to solicit input.

The following supports received the highest level of support:

1. Summer school

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

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

We collaborated with our special education teachers, High Plains Educational Cooperative administrators, the school counselor, and other supporting organizations (such as Western Kansas Child Advocacy Center and DCF) to ensure that our budget decisions aligned with the needs of all students. Our principals, SRO, and counselors meet monthly with representatives from DCF, St. Francis, WKCA, Haskell County Sheriff's Department, and the Haskell County attorney to discuss the needs of at-risk students. We sought input from teachers and parents of ELL students, students with disabilities, and at-risk students as part of our decision-making process. Our migrant coordinator and homeless liaisons provided input, as did our school resource officer and counselor. We specifically reached out to parents who represent these groups for one-on-one conversations and to ensure that they completed the ESSER survey.

The following supports received the highest level of support:

1. Summer school
2. Social-emotional supports
3. After-school programming

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

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

We made our needs assessment available to the general public so they could provide feedback on community priorities. We also discussed our ESSER application at board of education meetings, Chamber of Commerce luncheons, and PTO 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.

USD 507 students experienced significant impacts on learning. In the fall of 2021, on the iReady reading screener, 15% of students were identified as being on or above grade level; 35% were one grade level below; 17% were two grade levels below; and 33% were three or more grade levels below. On the fall 2021 iReady math screener, 9% were on or above grade level; 48% were one grade level below; 24% were two grade levels below; and 20% were three or more grade levels below.

In the fall of 2020, the Aimsweb screener was given to students in grades K-8. In reading, 40% of students were at benchmark, 21% were in need of intervention, and 39% were in need of urgent intervention. In math, 40% of students were at benchmark, 38% of students were at benchmark, 20% were in need of intervention, and 42% were in need of urgent intervention.

Students in the following populations were disproportionately impacted: students with disabilities, English language learners, and students in poverty.

Students with disabilities: 40
English language learners: 78
Students in poverty: 153

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 following evidence-based programs:

95 Percent Group
After School Homework Help
Animated Literacy
Class Dojo
Co-Teaching
iReady
LETRS Training
MTSS
PALS
PBL
PBIS
Restorative Practices
Second Step
Summer School
Wonders Reading

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

WE are using ESSER funds to upgrade our servers by replacing all servers, cabling, jacks, and drops. This will provide all staff and students better connectivity. Additionally, we are using ESSER funds to upgrade computer labs to provide for greater connectivity and to provide academic support to students who are experiencing learning gaps. Finally, we are using ESSER funds to pay for a paraprofessional to support the academic needs to K-5 students experiencing learning gaps.

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

We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. We are also targeting these students for additional academic and social emotional support during the school day.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$557,163	\$0	\$557,163
Approved Total	\$0	\$0	\$0
Amount Left	\$557,163	\$0	\$557,163
In Review Total	\$557,163	\$0	\$557,163
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$111,433
Approved Total	\$0
Amount Still Needed	\$111,433
In Review Total	\$166,618
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
507-3-0040	Direct	False	2100	120	16	\$80,312	Task Force Review
507-3-0041	Direct	False	2100	220	16	\$6,144	Task Force Review
507-3-0042	Direct	True	1000	120	16	\$14,300	Task Force Review
507-3-0043	Direct	True	1000	220	16	\$2,008	Task Force Review
507-3-0044	Direct	True	1000	110	11A	\$44,600	Task Force Review
507-3-0045	Direct	True	1000	220	11A	\$2,000	Task Force Review
507-3-0046	Direct	True	1000	120	11A	\$7,600	Task Force Review
507-3-0047	Direct	True	1000	220	11A	\$234	Task Force Review
507-3-0048	Direct	True	1000	610	11A	\$6,000	Task Force Review
507-3-0049	Direct	False	2600	120	13	\$10,000	Task Force Review
507-3-0050	Direct	False	1000	110	16	\$50,400	Task Force Review
507-3-0051	Direct	False	1000	120	16	\$18,000	Task Force Review
507-3-0052	Direct	False	1000	220	16	\$5,232	Task Force Review
507-3-0053	Direct	False	2100	110	10	\$3,600	Task Force Review
507-3-0054	Direct	False	2100	220	10	\$276	Task Force Review
507-3-0055	Direct	False	2200	120	16	\$1,200	Task Force Review
507-3-0056	Direct	False	2200	220	16	\$92	Task Force Review
507-3-0057	Direct	False	2300	110	16	\$1,800	Task Force Review
507-3-0058	Direct	False	2300	120	16	\$1,200	Task Force Review
507-3-0059	Direct	False	2300	220	16	\$230	Task Force Review
507-3-0060	Direct	False	2400	110	16	\$3,600	Task Force Review
507-3-0061	Direct	False	2400	120	16	\$2,400	Task Force Review
507-3-0062	Direct	False	2400	220	16	\$458	Task Force Review
507-3-0063	Direct	False	2500	120	16	\$1,200	Task Force Review
507-3-0064	Direct	False	2500	220	16	\$92	Task Force Review
507-3-0065	Direct	False	2600	120	16	\$8,400	Task Force Review
507-3-0066	Direct	False	2600	220	16	\$734	Task Force Review
507-3-0067	Direct	False	2710	120	16	\$7,200	Task Force Review
507-3-0068	Direct	False	2710	220	16	\$550	Task Force Review
507-3-0069	Direct	False	3100	120	16	\$6,000	Task Force Review

507-3-0070	Direct	False	3100	220	16	\$460	Task Force Review
507-3-0071	Direct	False	2200	700	9	\$110,731	Task Force Review
507-3-0072	Direct	False	2200	610	9	\$26,000	Task Force Review
507-3-0073	Direct	False	2600	610	7	\$10,000	Task Force Review
507-3-0074	Direct	False	2600	430	14	\$7,322	Task Force Review
507-3-0075	Direct	True	1000	110	11B	\$9,000	Task Force Review
507-3-0076	Direct	True	1000	120	11B	\$2,430	Task Force Review
507-3-0077	Direct	True	1000	220	11B	\$1,000	Task Force Review
507-3-0078	Direct	True	1000	110	11A	\$77,446	Task Force Review
507-3-0079	Direct	False	2600	120	13	\$25,000	Task Force Review
507-3-0080	Direct	False	2600	120	13	\$1,912	Task Force Review

Line Item Details

Line Item ID: 507-3-0040

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

Support Services Salaries

Account Number

76-00-2100-120-00

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

To pay our nurse as a full time position when before COVID she was only part time. Our nurse does screenings for COVID, maintains our quarantine room, and helps create and implement our safety protocols.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$39,369

Budgeted Expenditures in SFY 2024 \$40,943

Total Expenditures \$80,312

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "we are using ESSER funds to pay for a school nurse to administer a Covid testing program, monitor Covid levels, provide health care for students in the building, determine which students need to be sent home from school, and communicate isolation and quarantine guidelines with families."

Line Item ID: 507-3-0041

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

Support Services-Social Security

Account Number

76-00-2100-220-00

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

To pay our nurse as a full time position when before COVID she was only part time. Our nurse does screenings for COVID, maintains our quarantine room, and helps create and implement our safety protocols.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$3,012
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Budgeted Expenditures in SFY 2024	\$3,132
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Total Expenditures	<u>\$6,144</u>
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "we are using ESSER funds to pay for a school nurse to administer a Covid testing program, monitor Covid levels, provide health care for students in the building, determine which students need to be sent home from school, and communicate isolation and quarantine guidelines with families."

Line Item ID: 507-3-0042

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

Instruction-Classified Salaries

Account Number

76-00-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Additional Para needed to help with the learning gap caused by the pandemic. This para is for grades K-5th which will impact an estimate of 103 students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$13,000
Budgeted Expenditures in SFY 2024	\$1,300
Total Expenditures	<u>\$14,300</u>

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Finally, we are using ESSER funds to pay for a paraprofessional to support the academic needs to K-5 students experiencing learning gaps."

Line Item ID: 507-3-0043

Allocation Type

Direct Allocation

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

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

Account Name

Instruction-Social Security

Account Number

76-00-1000-220-00

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

Additional Para needed to help with the learning gap caused by the pandemic. This para is for grades K-5th which will impact an estimate of 103 students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,004
Budgeted Expenditures in SFY 2024	\$1,004
Total Expenditures	<u>\$2,008</u>

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Finally, we are using ESSER funds to pay for a paraprofessional to support the academic needs to K-5 students experiencing learning gaps."

Line Item ID: 507-3-0044

Allocation Type

Direct Allocation

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

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

Account Name

Instruction-Certified Salaries

Account Number

76-00-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

To pay 8 teachers for their hours for our Summer Learning program. Our summer learning program is 4 hours a day for 4 days a week for 6 weeks offered to K-8th graders. This summer learning program was not traditional summer school. It had a lot of STEM activities, educational field trips, life lessons (financial for 6-8 graders), history lessons of our own city, etc. It focused on the learning gaps created by the pandemic and also the students mental and physical well being.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$22,300
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Budgeted Expenditures in SFY 2024	\$22,300
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Total Expenditures	\$44,600
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$22,300 SFY 2023

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. "

Line Item ID: 507-3-0045

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

Instruction-Social Security

Account Number

76-00-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

To pay 8 teachers for their hours for our Summer Learning program. Our summer learning program is 4 hours a day for 4 days a week for 6 weeks offered to K-8th graders. This summer learning program was not traditional summer school. It had a lot of STEM activities, educational field trips, life lessons (financial for 6-8 graders), history lessons of our own city, etc. It focused on the learning gaps created by the pandemic and also the students mental and physical well being.

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

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

Budgeted Expenditures in SFY 2023	\$1,000
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Budgeted Expenditures in SFY 2024	\$1,000
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Total Expenditures	<u>\$2,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: previously approved for \$1,000 SFY 2023

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. "

Line Item ID: 507-3-0046

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

Instruction-Salaries Classified

Account Number

76-00-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

To pay 4 para's for their hours for Summer Learning.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,800**Budgeted Expenditures in SFY 2024** \$3,800**Total Expenditures** \$7,600**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: previously approved for \$3,800 SFY 2023

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. "

Line Item ID: 507-3-0047

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

Instruction-Social Security

Account Number

76-00-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

To pay 4 para's for their hours for Summer Learning.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$117**Budgeted Expenditures in SFY 2024** \$117**Total Expenditures** \$234**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$117 SFY 2023

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. "

Line Item ID: 507-3-0048

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

Instruction-Supplies

Account Number

76-00-1000-610-00

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Supplies needed for the Summer Learning Program. STEM supplies, craft supplies, foods that were used in projects, office supplies.

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	<u>\$6,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$3,000 SFY 2023

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs. "

Line Item ID: 507-3-0049

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

Operations and Maintenance Salaries

Account Number

76-00-2600-120-00

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

To pay our maintenance assistant for his extra duties that have been created due to the pandemic. These duties include helping the custodial staff sanitize, building necessary partitions for social distancing, and doing repairs and maintenance on our ventilation system.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	\$10,000

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$5,000 SFY 2023

Per narrative: "Additionally, we are providing maintenance personnel extra duty compensation for additional time and effort spent sanitizing school facilities."

Line Item ID: 507-3-0050

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

Instruction-Certified Salaries

Account Number

76-00-1000-110-00

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

Retention pay for all the staff that returned despite the concerns of COVID. This is for 28 teachers at \$1200 each.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$33,600**Budgeted Expenditures in SFY 2024** \$16,800**Total Expenditures** \$50,400**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$33,600 SFY 2023

Line Item ID: 507-3-0051

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

Instruction-Classified Salaries

Account Number

76-00-1000-120-00

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 the staff that returned despite the concerns of COVID. This is for 15 paras at \$600 each.

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 Comment from KSDE

Change Request: Previously approved for \$9,000 SFY 2023

Line Item ID: 507-3-0052

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

Instruction-Social Security

Account Number

76-00-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

FICA and FICM for the retention pay for teachers and paras.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,259**Budgeted Expenditures in SFY 2024** \$1,973**Total Expenditures** \$5,232**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$3,259 SFY 2023

Line Item ID: 507-3-0053

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

Support Service Salaries

Account Number

76-00-2100-110-00

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

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

Retention pay for all the staff that returned despite the concerns of COVID. This is for our school Counselor, Nurse, and SRO. School counselor will receive \$1200.00, SRO and Nurse will receive \$600.00 each.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$1,200**Total Expenditures** \$3,600**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$2,400 SFY 2023

Line Item ID: 507-3-0054

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

Support Service-Social Security

Account Number

76-00-2100-220-00

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

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

FICA and FICM for retention pay for all the staff that returned despite the concerns of COVID. This is for our school Counselor, Nurse, and SRO

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$184
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Budgeted Expenditures in SFY 2024	\$92
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Total Expenditures	<u>\$276</u>
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$184 SFY 2023

Line Item ID: 507-3-0055

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

Instruction Support Services-Salaries

Account Number

76-00-2200-120-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Retention pay for all the staff that returned despite the concerns of COVID. This is for our technology director

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$600
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Budgeted Expenditures in SFY 2024	\$600
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Total Expenditures	<u>\$1,200</u>
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$600 SFY 2023

Line Item ID: 507-3-0056

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

Support Service- Social Security

Account Number

76-00-2200-220-00

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

FICA and FICM for retention pay for all the staff that returned despite the concerns of COVID. This is for our technology director

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$46
Budgeted Expenditures in SFY 2024	\$46
Total Expenditures	<u>\$92</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$46 SFY 2023

Line Item ID: 507-3-0057

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

Administration Salaries-Certified

Account Number

76-00-2300-110-00

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Retention pay for all the staff that returned despite the concerns of COVID. This is for our Superintendent.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,200
Budgeted Expenditures in SFY 2024	\$600
Total Expenditures	<u>\$1,800</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,200 SFY 2023

Line Item ID: 507-3-0058

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

Administration Salaries-Classified

Account Number

76-00-2300-120-00

Function Code

2300 - Support Services (General Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Retention pay for all the staff that returned despite the concerns of COVID. This is for our Board Clerk.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$600
Budgeted Expenditures in SFY 2024	\$600
Total Expenditures	<u>\$1,200</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$600 SFY 2023

Line Item ID: 507-3-0059

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

Administration-Social Security

Account Number

76-00-2300-220-00

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

FICA and FICM for retention pay for all the staff that returned despite the concerns of COVID. This is for our Board Clerk and Superintendent.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$138
Budgeted Expenditures in SFY 2024	\$92
Total Expenditures	<u>\$230</u>

Status

Task Force Review

Line Item Comment from KSDE

Approved at the September, 2022 State Board Meeting.

Line Item ID: 507-3-0060

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

School Administration Salaries-Certified

Account Number

76-00-2400-110-00

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 pay for all the staff that returned despite the concerns of COVID. This is for our 2 principals at \$600.00 each.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,400
Budgeted Expenditures in SFY 2024	\$1,200
Total Expenditures	<u>\$3,600</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$2,400 SFY 2023

Allocation Type

Direct Allocation

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

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

Account Name

School Administration Salaries-
Classified

Account Number

76-00-2400-120-00

Function Code

2400 - Support Services (School
Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Retention pay for all the staff that returned despite the concerns of COVID. This is for our high school secretary and grade school secretary at \$600 each.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,200
Budgeted Expenditures in SFY 2024	\$1,200
Total Expenditures	<u>\$2,400</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,200 SFY 2023

Allocation Type

Direct Allocation

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

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

Account Name

School Administration-Social Security

Account Number

76-00-2400-220-00

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

FICA and FICM for retention pay for all the staff that returned despite the concerns of COVID. This is for building principals and secretaries.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$275
Budgeted Expenditures in SFY 2024	\$183
Total Expenditures	\$458

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$275 SFY 2023

Line Item ID: 507-3-0063

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

Central Services Salaries-Classified

Account Number

76-00-2500-120-00

Function Code

2500 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Retention pay for all the staff that returned despite the concerns of COVID. This is for our central office secretary.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$600
Budgeted Expenditures in SFY 2024	\$600
Total Expenditures	\$1,200

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$600 SFY 2023

Allocation Type

Direct Allocation

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

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

Account Name

Central Services Salaries-Social Security

Account Number

76-00-2500-220-00

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

FICA and FICM for retention pay for all the staff that returned despite the concerns of COVID. This is for our central office secretary.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$46
Budgeted Expenditures in SFY 2024	\$46
Total Expenditures	\$92

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$46 SFY 2023

Allocation Type

Direct Allocation

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

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

Account Name

Operations and Maintenance-Salaries

Account Number

76-00-2600-120-00

Function Code

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

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Retention pay for all the staff that returned despite the concerns of COVID. This is for our 2 maintenance workers and 5 custodians at \$600 each.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,200
Budgeted Expenditures in SFY 2024	\$4,200
Total Expenditures	\$8,400

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$4,200 SFY 2023

Line Item ID: 507-3-0066

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

Operations and Maintenance-Social Security

Account Number

76-00-2600-220-00

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

FICA and FICM for retention pay for all the staff that returned despite the concerns of COVID. This is for our 2 maintenance workers and 5 custodians.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$367
Budgeted Expenditures in SFY 2024	\$367
Total Expenditures	<u>\$734</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$367 SFY 2023

Line Item ID: 507-3-0067

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

Vehicle Operations-Salaries

Account Number

76-00-2710-120-00

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Retention pay for all the staff that returned despite the concerns of COVID. This is for our 6 bus drivers at \$600 each.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,600
Budgeted Expenditures in SFY 2024	\$3,600
Total Expenditures	<u>\$7,200</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$3,600 SFY 2023

Line Item ID: 507-3-0068

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

Vehicle Operations-Social Security

Account Number

76-00-2710-220-00

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

FICA and FICM for retention pay for all the staff that returned despite the concerns of COVID. This is for our 6 bus drivers.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$275

Budgeted Expenditures in SFY 2024 \$275

Total Expenditures \$550

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$275 SFY 2023

Line Item ID: 507-3-0069

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

Food Service Salaries

Account Number

76-00-3100-120-00

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Retention pay for all the staff that returned despite the concerns of COVID. This is for our food service director and 5 cooks at \$600 each.

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 Comment from KSDE

Change Request: Previously approved for \$3,000 SFY 2023

Line Item ID: 507-3-0070

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

Food Service-Social Security

Account Number

76-00-3100-220-00

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

FICA and FICM for retention pay for all the staff that returned despite the concerns of COVID. This is for our food service director and 5 cooks.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$230**Budgeted Expenditures in SFY 2024** \$230**Total Expenditures** \$460**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$230 SFY 2023

Allocation Type

Direct Allocation

Is this 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 Property

Account Number

76-00-2200-700-00

Function Code

2200 - Support Services (Instructional Staff)

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

To rip and replace all current servers, cabling, drops, jacks and to pay for the labor to do this. This will affect our entire district and will give all staff and students better connectivity. This project will be done the summer of 2023. First payment made in June of 2023 and the remainder amount paid when the project is complete. We simply split our ESSER money into 2022-23 SY and 2023-24 SY to cover the total project expense. We are not doing new electrical wiring. We are just running new internet access cabling to the existing connections in each room.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$52,000
Budgeted Expenditures in SFY 2024	\$58,731
Total Expenditures	<u>\$110,731</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$52,000 SFY 2023

Allocation Type

Direct Allocation

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

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

Account Name

Technology Supplies

Account Number

76-00-2200-610-00

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

To replace the computers in our current high school computer labs so students are able to have better connectivity and are able to have study hall in our library to help with the learning gap.

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

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$13,000 SFY 2023

Per narrative: "WE are using ESSER funds to upgrade our servers by replacing all servers, cabling, jacks, and drops. This will provide all staff and students better connectivity. Additionally, we are using ESSER funds to upgrade computer labs to provide for greater connectivity and to provide academic support to students who are experiencing learning gaps."

Line Item ID: 507-3-0073

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

Operations and Maintenance Supplies

Account Number

76-00-2600-610-00

Function Code

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

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Supplies needed to keep the buildings clean and sanitized to mitigate the spread of COVID. Sanitizer, wipes, masks, and surface cleaner.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$10,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: previously approved for \$5,000 SFY 2023

Per narrative: "We plan to use ESSER funds to purchase cleaning supplies, masks, and MERV 13 filters to ensure a safe, sanitary environment for in-person learning"

Line Item ID: 507-3-0074

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

Operations and Maintenance-Repairs

Account Number

76-00-2600-430-00

Function Code

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

Object Code

430 - Repairs and Maintenance Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

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

To replace our Merv 13 filters for better air quality.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,822
Budgeted Expenditures in SFY 2024	\$2,500
Total Expenditures	<u>\$7,322</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: previously approved for \$4,822SFY 2023

Per narrative: "We plan to use ESSER funds to purchase cleaning supplies, masks, and MERV 13 filters to ensure a safe, sanitary environment for in-person learning"

Line Item ID: 507-3-0075

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

Instruction-Certified Salaries

Account Number

76-00-1000-110-00

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

A teacher's supplemental pay of \$30/hour to assist 7-12 grade students after normal school hours with learning gaps created by COVID 19 and to assist w/ students on the ineligible list. Students will have access to academic help for all content areas.

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

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$4,500 SFY 2023

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs."

Line Item ID: 507-3-0076

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

Instruction-Classified Salaries

Account Number

76-00-1000-120-00

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

A para's supplemental pay of \$15/hour to assist 7-12 grade students after normal school hours with learning gaps created by COVID 19 and to assist w/ students on the ineligible list. Students will have access to academic help for all content areas.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$1,215
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Budgeted Expenditures in SFY 2024	\$1,215
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Total Expenditures	\$2,430
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,215 SFY 2023

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs."

Line Item ID: 507-3-0077

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

Instruction-Social Security

Account Number

76-00-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

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

FICA and FICM for our after school program.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$500 SFY 2023

Per narrative: "We are providing after school programming and summer programming to make up for lost instructional time and to address the academic, social, emotional, and mental health needs of all students. We are recruiting students who are from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students to participate in these programs."

Line Item ID: 507-3-0078

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

Instruction-Salaries Certified

Account Number

76-00-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

To have an additional ELA teacher that will teach 6th through 8th grade students. This will help a total of 46 students with the learning loss that was caused during the pandemic. This teacher also has a ESL endorsement to help with our learning gap in our vulnerable populations.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$38,723
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Budgeted Expenditures in SFY 2024	\$38,723
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Total Expenditures	\$77,446
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$38,723 SFY 2023

Line Item ID: 507-3-0079

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

Operations and Maintenance Salaries

Account Number

76-00-2600-120-00

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

Additional Custodian needed to help sanitize and clean the Jr. High and High School to mitigate the spread of COVID-19.

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

Status

Task Force Review

Line Item ID: 507-3-0080

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

Operations and Maintenance Salaries

Account Number

76-00-2600-220-00

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

Additional Custodian needed to help sanitize and clean the Jr. High and High School to mitigate the spread of COVID-19 FICA and Medicare.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$1,912
Total Expenditures	\$1,912

Status

Task Force Review

