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September 9th Task Force Meeting Pre-Read Materials

Dear Task Force members,

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

- 10 districts are requesting a change to their previously allocated ESSER II funds.
- 25 districts are allocating ESSER III funds. This includes their plans as well as their line items.
- 9 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, September 8th at 4:00 p.m. so information for the district in question can be included in the presentation materials.

Reminder

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

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

MINUTES



Commissioner's Task Force on ESSER (II, and III) and EANS (I, and II) Distribution of Money – Friday, August 5, 2022

Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 12:00 p.m. on Friday, August 5, 2022.

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

Approval of Agenda

Bert Lewis made a motion to approve the agenda as presented for the August 5 meeting and Jason Winbolt seconded it. Motion carried (11-0).

Motion
(00:13:12)

Attendance:

The following Task Force members attended by video conference:

Jim Porter	Jason Winbolt
Janet Waugh	Melissa Rooker
Simeon Russell	Jamie Rumford
Lisa Peters	Nick Compagnone
Roberta Lewis	Frank Harwood
Tracy Callard	Janet Eaton

Approval of July 8 Minutes

Jason Winbolt made a motion to approve the July 8 minutes and Janet Eaton seconded it. Motion carried (11-0).

Motion
(00:13:42)

ESSER II: Change Application Status Update – Doug Boline

Doug Boline started the meeting off by stating that there are 9 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, August 9, 2022.

(00:14:42)

The ESSER II change requests consist of 238 individual budgeted expenditures totaling a value of \$52 million.

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

(00:15:13)

The eligible expenditures for the 9 ESSER II change requests totaled to \$52,339,703 (cumulative). The net change for the eligible requests total to \$982,874. Specific details regarding the batch of change requests can be found on the Commissioner’s Task Force webpage located here - [Commissioner’s Task Force \(ksde.org\)](https://ksde.org).

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

Melissa Rooker made a motion to approve the 9 ESSER II change requests as presented. Tracy Callard seconded it. Motion carried (12-0).

Motion
(00:17:34)

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

(00:18:02)

Doug Boline mentioned that the 16 districts represented in today’s ESSER III application batch have requested \$72.1 million total (with \$71.7 million being considered as eligible; 80% of their total allocations). The average eligible expenditures (requested) per district (for this specific batch) range from \$167,639 to \$40,079,012; average amount per district is \$4,481,994. The eligible planned expenditures (for this batch) per student range from \$431 to \$3,329; average amount is \$1,328.

ESSER III: Summary and Discussion of Requests Deemed Ineligible by KSDE – Doug Boline

(00:20:31)

The KSDE review team deemed two requests as ineligible, both were submitted by USD 503 Parsons. USD 503 Parson’s specific requests were for an intercom system for each instructor; and environmental sensors. The KSDE review team did not see the COVID-19 relation with these specific requests (this decision is reflective of the narrative the district provided for each request).

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

(00:26:48)

The eligible expenditures for the 10 ESSER III change requests totaled to \$9,848,893 (cumulative). The net change for the eligible requests total to \$784,825. Specific details regarding the batch of change requests can be found on the Commissioner’s Task Force webpage located here - [Commissioner’s Task Force \(ksde.org\)](https://ksde.org).

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

Melissa Rooker made a motion to approve the ESSER III change requests. Lisa Peters seconded it. Motion carried (11-0).

Motion
(00:29:00)

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

Melissa Rooker made a motion to approve the ESSER III applications. Jason Winbolt seconded it. Motion carried (10-1).

Motion
(00:29:40)

Adjournment – Chairman Porter adjourned the meeting at 12:25 p.m. The next meeting will occur on Friday, September 9, 2022 at 3:00 p.m.

ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) 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	113	Prairie Hills	1,056	34%	\$ 508,605	\$ 508,605	100%	\$ 508,605	\$ 502,785	\$ (5,821)	99%	\$ 476
2	203	Piper-Kansas City	2,467	17%	\$ 739,779	\$ 645,641	87%	\$ 739,779	\$ 739,779	\$ 94,138	100%	\$ 300
3	250	Pittsburg	3,138	61%	\$ 3,123,210	\$ 2,669,768	85%	\$ 3,089,921	\$ 3,089,921	\$ 420,152	99%	\$ 985
4	254	Barber County North	430	47%	\$ 346,676	\$ 235,709	68%	\$ 346,676	\$ 346,676	\$ 110,967	100%	\$ 806
5	259	Wichita	45,158	77%	\$ 75,503,105	\$ 58,139,604	77%	\$ 75,385,861	\$ 75,385,861	\$ 17,246,257	100%	\$ 1,669
6	327	Ellsworth	574	30%	\$ 294,670	\$ 183,187	62%	\$ 294,670	\$ 294,670	\$ 111,483	100%	\$ 513
7	337	Royal Valley	812	46%	\$ 446,632	\$ 446,632	100%	\$ 442,852	\$ 442,852	\$ (3,780)	99%	\$ 546
8	437	Auburn Washburn	5,920	30%	\$ 1,946,086	\$ 1,540,590	79%	\$ 1,946,086	\$ 1,946,086	\$ 405,496	100%	\$ 329
9	470	Arkansas City	2,674.00	68%	\$ 2,531,321	\$ 2,531,321	100%	\$ 2,531,321	\$ 2,531,321	\$ -	100%	\$ 947
10	508	Baxter Springs	799.40	53%	\$ 868,582	\$ 847,902	98%	\$ 868,583	\$ 868,583	\$ 20,681	100%	\$ 1,087
Total			63,028	67%	\$ 86,308,666	\$ 67,748,959	78%	86,154,353	\$ 86,148,533	\$ 18,399,574	100%	\$ 1,367

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)

2731-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZeZYMMjO

ESSER II Change Allocated Amounts

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 | Prairie Hills USD 113

Applicant / Mailing Address

1619 Old Hwy 75
Sabetha, KS 66534

Applicant / First and Last Name of Owner, CEO, or Executive Director | Todd Evans

Applicant / Email Address of Owner, CEO, or Executive Director | evanst@usd113.org

Applicant / Phone Number | 7852842175

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) | 90-0584159

Applicant / Website Address (if applicable) | usd113.org

Applicant / Mission Statement (if applicable)

Applicant / Board Member List *(if applicable)*

PDF	School Board Member Posit... (114 KiB download)
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Application details

Full District Name		Prairie Hills
District Number		113
Mailing Address Street Address		1619 Old Hwy 75
Mailing City		Sabetha
Mailing Address Zip Code		66534
Authorized Representative of the District Name		Todd Evans
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		evanst@usd113.org
Authorized Representative of the District Phone Number		+17852842175
Would you like to additional district representatives to the application?		No

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

| See Previous ESSER 2 Submission.

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.

| See initial ESSER 2 submission

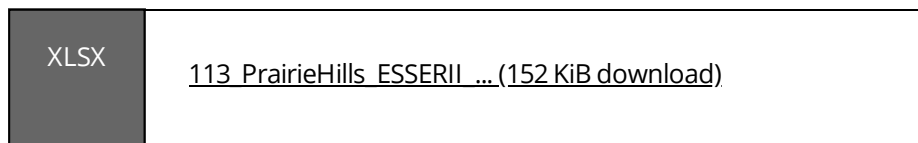
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

| See Initial ESSER 2 Submission.

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 | Todd J. Evans

Date | 01/17/2022

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

USD	District No	Data as of
113	Prairie Hill	8/15/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
113-1-001-20220913	Eligible	Direct Allocation	Support Services - General Administration	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush Administrative Services CHANGE REQUEST	\$ 180	\$ -	\$ 180	\$ -	\$ -	78303	Change Request: Previously approved for \$180 SFY 2022
113-1-002-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning and sanitizing supplies CHANGE REQUEST	\$ 5,194	\$ 971	\$ 4,223	\$ -	\$ -	78616	Change Request: Previously approved for \$33,549 SFY 2022
113-1-003-20220913	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Device Refresh CHANGE REQUEST	\$ 253,000	\$ -	\$ 253,000	\$ -	\$ -	78730	Change Request: Previously approved for \$100,000 SFY 2022. Per supt email from 5/25/22, a breakdown of costs was provided. The cost of this line item is less than the overall cost to the school and is aimed at providing tech devices to all to facilitate recovering learning loss and for use during remote instruction.

113-1-004-20220913	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	ZOOM - CHANGE REQUEST	\$ 13,096	\$ 3,289	\$ 9,807	\$ -	\$ -	78650	Change Request: Previously approved for \$20,000 SFY 2022
113-1-005-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School teachers CHANGE REQUEST. Staff added to summer school due to more students participating.	\$ 24,765	\$ -	\$ 24,765	\$ -	\$ -	78110	Change Request: Previously approved for \$15,000 SFY 2022
113-1-006-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Axtell After School Program CHANGE REQUEST	\$ 2,103	\$ 603	\$ 1,500	\$ -	\$ -	78120	Change Request: Previously approved for \$6,500 SFY2022
113-1-007-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Wetmore Extra Teacher CHANGE REQUEST	\$ 22,325	\$ -	\$ 22,325	\$ -	\$ -	78110	Change Request: Previously approved for \$40,000 SFY 2022

113-1-008-20220913	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	FastBridge, Powerschool	\$ 19,227	\$ 11,481	\$ 7,746	\$ -	\$ -	78601	Change Request: Previously approved for \$25,700 SFY 2022
113-1-009-20220913	Eligible	Direct Allocation	Architecture and Engineering	Purchased Professional & Technical Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC Audit	\$ 37,600	\$ 7,000	\$ 30,600	\$ -	\$ -	78308	Change Request: Previously approved for \$20,000 SFY 2021
113-1-010-20220913	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional nursing support CHANGE REQUEST	\$ 634	\$ 634	\$ -	\$ -	\$ -	78121	Change Request: Previously approved for \$5,500 SFY 2021, \$25,000 SFY 2022
113-1-011-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Certified Salary - extra WAC teacher. 5/23/22 Spoke with Supt	\$ 11,840	\$ -	\$ 11,840	\$ -	\$ -	78100	New Line Item. Per supt 5/23/22 Combining classes would result in too large groups, so added another teacher to the Wetmore Academic Center. The Covid tie is that a large number of students have demonstrated learning loss the additional teacher will bring down the group size to better address learning loss.
113-1-012-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Certified Salary - extra Nurse hours	\$ 180	\$ 180	\$ -	\$ -	\$ -	78110	New Line Item

113-1-013-20220913	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Certified Salary - Summer School	\$ 10,713	\$ 9,489	\$ 1,224	\$ -	\$ -	78111	New Line Item
113-1-014-20220913	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	NEW ITEM - Certified Salary - After School Program	\$ 601	\$ 203	\$ 399	\$ -	\$ -	78111	New Line Item
113-1-015-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Classified Salary - Summer School	\$ 13,410	\$ -	\$ 13,410	\$ -	\$ -	78120	New Line Item
113-1-016-20220913	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Classified Salary - ESSER Reporting	\$ 2,406	\$ 102	\$ 2,305	\$ -	\$ -	78123	New Line Item. Per supt 5/23/22 this will cover the cost of a percentage of an existing classified position to account for the percentage of time spent on ESSER reporting. This expenditure is ineligible as a direct cost but may be claimed as an indirect cost.

113-1-017-20220913	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Classified Salary - ESSER Reporting	\$ 689	\$ 689	\$ -	\$ -	\$ -	78124	New Line Item. Per supt 5/23/22 this will cover the cost of a percentage of an existing classified position to account for the percentage of time spent on ESSER reporting. This expenditure is ineligible as a direct cost but may be claimed as an indirect cost.
113-1-018-20220913	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	NEW ITEM - Extra custodial hours for sanitizing	\$ 4,381	\$ 4,381	\$ -	\$ -	\$ -	78126	New Line Item
113-1-019-20220913	eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	NEW ITEM - Additional salaries to deliver food to designated sites.	\$ 3,597	\$ 2,349	\$ 1,248	\$ -	\$ -	78127	New Line Item. Per supt 5/23/22 Previously Wetmore was the only district that qualified (due to poverty) for summer feeding. Since all schools can now participate in summer feeding (an allowance due to Covid) transportation costs were incurred to deliver food to other locations.
113-1-020-20220913	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Benefits for extra WAC teacher	\$ 2,674	\$ -	\$ 2,674	\$ -	\$ -	78210	New Line Item

113-1-021-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Benefits for Summer School staff	\$ 2,920	\$ -	\$ 2,920	\$ -	\$ -	78220	New Line Item
113-1-022-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	NEW ITEM - Benefits for After School staff	\$ 151	\$ 58	\$ 93	\$ -	\$ -	78220	New Line Item
113-1-023-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Benefits for extra WAC teacher	\$ 1,654	\$ -	\$ 1,654	\$ -	\$ -	78220	New Line Item
113-1-024-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Benefits for Summer school staff	\$ 237	\$ 144	\$ 92	\$ -	\$ -	78220	New Line Item
113-1-025-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	NEW ITEM - Benefits for After School staff	\$ 17	\$ 1	\$ 15	\$ -	\$ -	78221	New Line Item
113-1-026-20220913	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for additional nursing staff hours	\$ 647	\$ 632	\$ 15	\$ -	\$ -	78221	New Line Item

113-1-027-20220913	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for extra hours for ESSER Reporting salaries	\$ 182	\$ 6	\$ 176	\$ -	\$ -	78223	New Line Item. This expenditure is ineligible as a direct cost but may be claimed as an indirect cost.
113-1-028-20220913	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for extra hours for ESSER Reporting salaries	\$ 48	\$ 48	\$ -	\$ -	\$ -	78224	New Line Item. This expenditure is ineligible as a direct cost but may be claimed as an indirect cost.
113-1-029-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for extra hours for Custodial staff	\$ 376	\$ 376	\$ -	\$ -	\$ -	78226	New Line Item.
113-1-030-20220913	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services	NEW ITEM - Benefits for staff delivering meals	\$ 275	\$ 179	\$ 95	\$ -	\$ -	78227	New Line Item
113-1-031-20220913	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	NEW ITEM - Benefist for After school staff	\$ 39	\$ -	\$ 39	\$ -	\$ -	78290	New Line Item
113-1-032-20220913	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Benefits for Summer School staff	\$ 15	\$ -	\$ 15	\$ -	\$ -	78291	New Line Item

113-1-033-20220913	Eligible	Direct Allocation	Support Services - General Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for District Office ESSER II Reporting	\$ 1	\$ -	\$ 1	\$ -	\$ -	78293	New Line Item. This expenditure is ineligible as a direct cost but may be claimed as an indirect cost.
113-1-034-20220913	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for School Secretary - extra hours for COVID paperwork	\$ 1	\$ -	\$ 1	\$ -	\$ -	78294	New Line Item. This expenditure is ineligible as a direct cost but may be claimed as an indirect cost.
113-1-035-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for Custodial staff working extra hours	\$ 5	\$ -	\$ 5	\$ -	\$ -	78296	New Line Item
113-1-036-20220913	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM -Expenses for Poverty training, Bridging to Resilience	\$ 8,002	\$ -	\$ 8,002	\$ -	\$ -	78502	New Line Item. Per supt 5/23/22 this cost is for a poverty simulation and resilience training. Rationale for tie to Covid is that more students are living in poverty since before Covid.
113-1-037-20220913	Eligible	Direct Allocation	Instruction	Tuitions	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Summer Steam Virtual Academy, Camp Invntn Sply, Curriculum	\$ 13,375	\$ 13,375	\$ -	\$ -	\$ -	78560	New Line Item. Per supt 5/23/22 this is the cost of providing Summer Steam camp to address learning loss due to Covid. More students than anticipated will participate as interest in summer school is much higher this year.

113-1-038-20220913	Eligible	Direct Allocation	Support Services (Students)	Other Purchased Services	10. Providing mental health services and supports	NEW ITEM - APS Counselor Contract	\$ 22,405	\$ -	\$ 22,405	\$ -	\$ -	78591	New Line Item. Per supt 5/23/22 this will cover the cost of an additional counselor at Axtell Public Schools to assist with increased mental health needs due to Covid.
113-1-039-20220913	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Supplies for Summer School	\$ 16	\$ 16	\$ -	\$ -	\$ -	78601	New Line Item
113-1-040-20220913	Eligible	Direct Allocation	Central Services	Supplies & Materials	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Purchase software program for multi-year ESSER reporting	\$ 1,867	\$ -	\$ 1,867	\$ -	\$ -	78605	New Line Item. Per supt 5/23/22 this will cover the cost of a Student Information System to be able to track attendance etc. due to Covid and for reporting of ESSER. This expenditure is ineligible as a direct cost but may be claimed as an indirect cost.
113-1-041-20220913	Eligible	Direct Allocation	Support Services - Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM - Cloud Recording	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	78652	New Line Item. Per supt 5/23/22 this will cover the cost of being able to record to the cloud on Zoom so that students who are out of class due to Covid can access recorded lessons.

113-1-042-20220913	Eligible	Direct Allocation	Support Services - Instruction	Supplies-Technology Related	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Virtual Maniken Wrks for summer school	\$ 180	\$ -	\$ 180	\$ -	\$ -	78652	New Line Item
113-1-043-20220913	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Supplies for Summer School	\$ 645	\$ -	\$ 645	\$ -	\$ -	78680	New Line Item
113-1-044-20220913	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	11B. Planning and implementing supplemental after-school programs	NEW ITEM - Snacks for After School Program	\$ 462	\$ 176	\$ 285	\$ -	\$ -	78680	New Line Item
113-1-045-20220913	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	NEW ITEM - Sanitary supplies and packaging for sack lunch food delivery	\$ 7,347	\$ 3,995	\$ 3,353	\$ -	\$ -	78681	New Line Item
113-1-046-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Water Bottle Fillers	\$ 1,634	\$ 170	\$ 1,464	\$ -	\$ -	78706	New Line Item. Per supt 5/23/22 this will cover the cost of approx 4 touchless lavatories, 8 water bottle fillers and 5 wireless live stream cameras. The lavatories and water bottle fillers will help with reducing the spread of Covid and the live stream cameras will allow teachers to live stream lessons during remote learning.

113-1-047-20220913	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM - Apple Lightning to VGA	\$ 233	\$ 233	\$ -	\$ -	\$ -	78730	New Line Item. Per supt 5/23/22 this will cover the cost of Apple Lightning to VGA to assist with remote instruction due to Covid.
113-1-048-20220913	Ineligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Lavatory System	\$ 5,821	\$ -	\$ 5,821	\$ -	\$ -	78706	New Line Item. Per supt 5/23/22 this will cover the cost of approx 4 touchless lavatories, 8 water bottle fillers and 5 wireless live stream cameras. The lavatories and water bottle fillers will help with reducing the spread of Covid. 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
113-1-049-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Wireless Live Stream Camera	\$ 435	\$ -	\$ 435	\$ -	\$ -	78706	New Line Item. Per supt 5/23/22 The live stream cameras will allow teachers to live stream lessons during remote learning.

Kansas CommonApp (2020)

2868-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XNPNWpVk

203_Piper_ESSER II Plan_Change

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Piper School District 203

Applicant / Mailing Address

3130 North 122nd Street
Suite A
Kansas City, KS 66109

Applicant / First and Last Name of Owner, CEO, or Executive Director | Mitch Nutterfield

Applicant / Email Address of Owner, CEO, or Executive Director | mnutterfield@piperschools.us

Applicant / Phone Number | 913-721-2088

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

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

Application details

Full District Name | Piper School District

District Number		203
Mailing Address Street Address		3130 North 122nd Street, Suite A
Mailing City		Kansas City
Mailing Address Zip Code		66109
Authorized Representative of the District Name		Mitch Nuttereld
Authorized Representative of the District Position or Title		Business Director Consultant
Authorized Representative of the District Email Address		mnuttereld@piperschools.us
Authorized Representative of the District Phone Number		+19137212088
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		jdain@piperschools.us

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

The Piper School District plans to utilize our ESSER II and KSDE per-student additional allocation, to meet the needs of our students in multiple ways. The first will be a Summer Learning Experience (based on NWEA MAP testing, FastBridge CBM testing, Panorama SEL data and teacher feedback), and the funds will include paying for the staff (small size classes) transportation, and new instructional resources. Defined Learning, a Project-Based learning tool, will be our primary instructional tool for our Summer Learning Offering. Secondly, we plan to hire two full-time elementary counselors (based

data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite

learning. Lastly, we plan to hire a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program while also providing intensive literacy interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2021 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2020-21 enrollment was the lowest it has been in years, and we are anticipating an influx of students who possibly missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure.

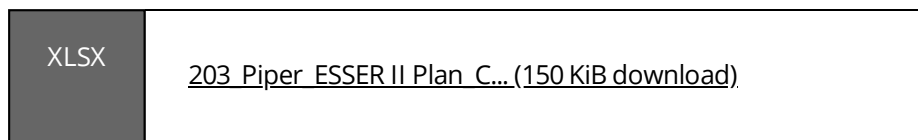
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the effectiveness of our ESSER-funded interventions based on the end of project rubric scores from our summer learning experience, credit recovery numbers from our high school students in the summer learning opportunity, our Spring 2021 NWEA MAP data, state assessment data, Panorama SEL data, FastBridge CBM early literacy data, and then compare it to the same data sets in Spring of 2021. We want to be very purposeful and strategic in identifying effective and research-based assessments and performance tasks to determine the overall effectiveness of our interventions funded through ESSER dollars. We will also utilize common formative and summative data to drive our instruction and needed interventions along the way

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 | Mitch Nutterfield

Date | 03/15/2022

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

USD	District No	Data as of
203	Piper-Kan	8/18/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
203-1-001-20220913	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE Supplies including masks, disinfectant, hand sanitizer, gloves, face shields, etc. All items addressed personal safety.	\$ 17,291	\$ 17,291	\$ -	\$ -	\$ -	98-1000-000-000-619	Approved at the 6/9/2021 State Board Meeting
203-1-002-20220913	Eligible	Direct Allocation	Instruction	Debt Service & Miscellaneous	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	Entryway thermometers and face shields.	\$ 17,485	\$ 17,485	\$ -	\$ -	\$ -	98-1000-000-000-800	Approved at the 6/9/2021 State Board Meeting
203-1-003-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies & consumables necessary to provide summer school services to approximately 400 students. (Summer 2021)	\$ 26,765	\$ -	\$ 26,765	\$ -	\$ -	42-1000-000-000-610	Approved at the 6/9/2021 State Board Meeting. Per applicant, Prodigy MTSS Curriculum Math Resource, Defined Learning-Project Based Learning ELA and STEM Resource.

203-1-004-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified staff salaries and benefits necessary to provide summer school services to approximately 400 students. (Summer 2021)	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	42-1000-000-000-110	Approved at the 6/9/2021 State Board Meeting. Per applicant, 26 Teachers, 26 Paras, 1 Principal, 1 Counselor, 1 PE Teacher, 1 ELL Coordinator, 2 Coaches, 1 Office/Nurse
203-1-005-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	11A. Planning and implementing summer learning or enrichment programs	Instructional programming (Prodigy & Defined Learning) necessary to provide summer school services for approximately 400 students. (Summer 2021)	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	42-1000-000-000-300	Approved at the 6/9/2021 State Board Meeting
203-1-006-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified staff salaries necessary to provide summer school services to approximately 400 students. (Summer 2022)	\$ 150,000	\$ -	\$ -	\$ 150,000	\$ -	42-1000-000-000-110	New Line Item
203-1-007-20220913	Eligible	Direct Allocation	Instruction	Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Certified staff benefits necessary to provide summer school services to approximately 400 students. (Summer 2022)	\$ 25,100	\$ -	\$ -	\$ 25,100	\$ -	42-1000-000-000-200	New Line Item

203-2-001-20220913	Eligible	True Up Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$ 154,000	\$ -	\$ 154,000	\$ -	\$ -	42-2100-000-000-110	Approved at the 6/9/2021 State Board Meeting. Per narrative, we plan to hire two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning. Reviewer asked applicant, regarding Column J, if this request comports with the narrative description. Per applicant, This amount represents the complete salary and benefits package for two elementary counselors.
203-2-002-20220913	Eligible	True Up Allocation	Support Services - School Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	12. Addressing learning loss among students, including vulnerable populations	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	42-2400-000-000-110	Approved at the 6/9/2021 State Board Meeting. Per narrative, we plan to hire a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program while also providing intensive literacy interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2021 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2020-21 enrollment was the lowest it has been in years, and we are anticipating an influx of students who possibly missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. Reviewer asked applicant, regarding Column J, if this request comports with the narrative description. Per applicant, This amount represents the complete salary and benefit package for one Early Childhood Coordinator.
203-2-003-20220913	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	12. Addressing learning loss among students, including vulnerable populations	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	42-1000-000-000-110	New Line Item. This is for math interventions. This is for a full-time position. This math intervention will work with the high school. This interventions will help with learning loss due to COVID-19
203-2-004-20220913	Eligible	True Up Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	12. Addressing learning loss among students, including vulnerable populations	\$ 19,138	\$ -	\$ 19,138	\$ -	\$ -	42-1000-000-000-210	New Line Item. This is the benefits for the math interventions and the Early Childhood Coordinator.

Kansas CommonApp (2020)

3343-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



bBQqGZpL

250_Pittsburg_ESSER II Plan_0811

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 | Brad Hanson

Applicant / Mailing Address

| 510 Deill, Pittsburg, KS 66762

Applicant / First and Last Name of Owner, CEO, or Executive Director | USD 250

Applicant / Email Address of Owner, CEO, or Executive Director | bradhanson@usd250.org

Applicant / Phone Number | 6202353100

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

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

Application details

Full District Name | USD 250 Pittsburg Community Schools

District Number | 250

Mailing Address | Street Address | 510 Deill

Mailing | City | Pittsburg

Mailing Address | Zip Code | 66762

Authorized Representative of the District | Name | Brad Hanson

Authorized Representative of the District | Position or Title | Assistant Superintendent

Authorized Representative of the District | Email Address | bradhanson@usd250.org

Authorized Representative of the District | Phone Number | +16202353100

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

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

COVID-19 had a significant affect an all students in our district. Beginning Spring of 2020, our district began to experience the cost of our inability to meet the needs of all students. Whether it was loss of important traditional rites such as graduation or prom, or the inability to receive a full regiment of teaching, curriculum and assessment, our students suffered loss. Education for our students changed dramatically. Our mitigation strategies forced all of us to approach routines in different ways which required funds to be diverted away from standard practices and purchases to new additional methods and costs. These new 3 of 8 approaches put a tremendous amount of stress on our students and staff. The population effected the greatest were those with the most needs. We have 3,241 students in our district. 2,009 of them are identified as At-Risk, 291 are ELL and 650 are students with disabilities. The dual teaching platform (remote and in-person) created challenges for everyone, but with these students in particular. Teachers tried their best to meet the individual needs of students, but failed to fully sustain the efforts that they normally strive to maintain. We have found ourselves in a situation that we have continually tried to play catch up with curricular setbacks and delays while dealing with a significantly increased number of social-emotional issues. We do not believe that we have been successful with students in reaching the levels that we would normally attain due to the circumstances that we have

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

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

The majority of our ESSR II funds will be targeted toward addressing student learning and social-emotional loss. Proposed ideas include: • Additional instructional coaches to help teachers learn how to address learning losses across our system in: strengthening relationships; skill development; assessment training; data analysis; learning flexibility; and social-emotional learning; ongoing professional development. • Increase after-school and summer school opportunities: We wish to provide additional summer school opportunities for students to make up for learning losses and better prepare them for the next

year (grade level or course). • Additional mental health assistance programs for students and staff: We propose to increase our relationship with local mental health providers to provide mental health assistance in multiple areas to address affects caused by the pandemic. • Additional ESOL assistance: One of the sub-groups affected the most was our ESOL students. We need to provide greater support for them by hiring additional staff to address their needs and hopefully catch them up. • S

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

The majority of our ESSR II funds will be targeted toward addressing student learning and social-emotional loss. Proposed ideas include:

- Additional instructional coaches to help teachers learn how to address learning losses across our system in: strengthening relationships; skill development; assessment training; data analysis; learning flexibility; and social-emotional learning; ongoing professional development.
- Increase after-school and summer school opportunities: We wish to provide additional summer school opportunities for students to make up for learning losses and better prepare them for the next year (grade level or course).
- Additional mental health assistance programs for students and staff: We propose to increase our relationship with local mental health providers to provide mental health assistance in multiple areas to address affects caused by the pandemic.
- Additional ESOL assistance: One of the sub-groups affected the most was our ESOL students. We need to provide greater support for them by hiring additional staff to address their needs and hopefully catch them up.
- Strengthen our technology infrastructure and increase devices available to students: It has been important that we utilize technology in a broader manner to help address student needs due to absences caused by the pandemic, and also enhances the learning opportunities for students that enrich the learning process including connectivity.
- Continue to purchase health and sanitization products: We wish to maintain a safe and healthy environment for all.
- Student progress monitoring: We wish to utilize funds to track academic and social-emotional progress for all students and identify areas of greatest need. To do this we wish to purchase assessment and tracking software.
- Parent assistance programs: Providing parent education programs to help assist their children in both academic and social emotional areas as we all cope with the pandemic.

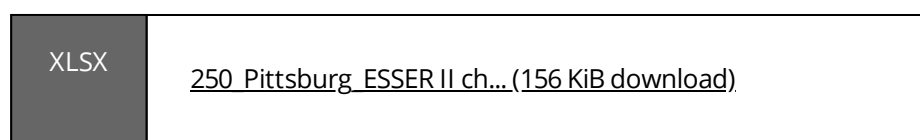
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

In all instances, the district will collect data for each of the uses of ESSR II funding. Whether it be the number of technology devices put into the hands of teachers and students or the number of students provided additional services in multiple areas. We wish to track their social-emotional and academic growth to ensure that each student is making progress toward goals set for them by their classroom teacher(s) or advisory teacher(s). We want to make up for as much loss as we can in a short amount of time as we can to get every student back on track, and hopefully surpass where they should be at given intervals. We wish to take periodic checks to ensure that progress is being made and make the necessary adjustments so that we can more specifically address individual student needs.

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]

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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]

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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 | Brad Hanson

Date | 08/11/2022

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

USD	District No	Data as of
250	Pittsburg	8/18/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
250-1-001-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	One additional ESOL teacher to address learning loss for ELL students as a result of COVID.	\$ 300,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	75010	Approved at 5/11/2021 State Board Meeting
250-1-002-20220913	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	"Change Request" - Moved from FY 21 to FY22 Expansion of summer school to target students with severe learning loss as a result of COVID in grades K-12.	\$ 300,000	\$ -	\$ 300,000	\$ -	\$ -	75015	Change Request-Was approved for \$10,000 in SFY 2021, \$20,000 in SFY 2022, and \$30,000 in SFY 2023 and 2024
250-1-003-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Addition of teaching staff to accommodate the increasing student populations which creates overcrowding in classrooms. This will also allow for increased social distancing required during COVID.	\$ 240,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	75010	Approved at 5/11/2021 State Board Meeting

250-1-004-20220913	Eligible	Direct Allocation	Instructional Staff Training Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	"Change Request" - Added additional instructional coaches for next three years Instructional coaches will be hired to provide assistance and professional development for teachers to learn how to address learning loss of students.	\$ 950,000	\$ 150,000	\$ 300,000	\$ 250,000	\$250,000	75020	Change Request-Was approved for \$150,000 in SFY 2021, 2022, 2023, and 2024.
250-1-005-20220913	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Used for planning and implementing activities for remote learning with customized plans to meet the district needs for curriculum, instruction, assessment, evaluation and school climate.	\$ 106,278	\$ 22,548	\$ 25,296	\$ 27,826	\$ 30,608	75060	Approved at 7/13/2021 State Board Meeting. Per applicant, "Used for planning and implementing activities for remote learning with customized plans to meet the district needs for best practices professional development. The services are provided by Greenbush service center to assist staff in how to better serve students in the remote learning environment and minimize the learning loss with professional learning about curriculum, instruction, assessment, evaluation and school climate in the new learning environment." Per narrative, "...It has been important that we utilize technology in a broader manner to help address student needs due to abscesses caused by the pandemic, and also enhances the learning opportunities for students that enrich the learning process including connectivity." June 22: per applicant, "Creating customized plans meeting district needs in curriculum, instruction, assessment, evaluation and school climate. Target specific areas for teacher/leader growth and skill development and provide access to services aligned with
250-1-006-20220913	Eligible	Direct Allocation	Instructional Staff Training Services	Other Purchased Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	"Change Request" - Changed amount allocated and added to description Used for planning and implementing activities for remote learning with science and engineering labs, leadership and team building labs, and interactive learning. Also includes an additional virtual learning platform (Nearpod)	\$ 98,200	\$ 15,750	\$ 26,950	\$ 27,500	\$ 28,000	75065	Change Request-Was approved for \$15,750 in SFY 2021, \$15,950 in SFY 2022, \$16,150 in SFY 2023, and \$16,350 in SFY 2024. Per applicant, "Planning and implementing activities for remote learning and seated enrichment. This is a Greenbush Enrichment Service to provide additional student learning opportunities in person, in a virtual environment for remote learning and help reduce learning loss in Math, ELA and Science."

250-1-007-20220913	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Planning and implementing activities for remote learning to develop online professional development solutions for educators.	\$ 2,300	\$ 500	\$ 600	\$ 600	\$ 600	75060	Approved at 7/13/2021 State Board Meeting. Per narrative, "Additional instructional coaches to help teachers learn how to address learning losses across our system in: strengthening relationships; skill development; assessment training; data analysis; learning flexibility; and social-emotional learning; on-going professional development."
250-1-008-20220913	Eligible	Direct Allocation	Instruction	Infrastructure	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	"Request Change" - Moved all expenditures to FY 22. Add additional antenna sites to improve coverage of district owned LTE network for remote learning missed in the first phase.	\$ 328,787	\$ -	\$ 328,787	\$ -	\$ -	75050	Change Request was approved for \$328,786.84 in SFY 2022. Per narrative, "Strengthen our technology infrastructure and increase devices available to students: It has been important that we utilize technology in a broader manner to help address student needs due to absences caused by the pandemic, and also enhances the learning opportunities for students that enrich the learning process including connectivity." June 22: per applicant, "Add additional antenna sites to improve coverage of district owned LTE network missed in the first phase. The network will provide at risk families access to additional learning resources and homework help on the canvas devices utilized in the new school learning environment."
250-1-009-20220913	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	10. Providing mental health services and supports	Providing a proactive approach and responsiveness to crisis related to education and mental health during phases of covid.	\$ 8,600	\$ 2,000	\$ 2,100	\$ 2,200	\$ 2,300	75060	Approved at 7/13/2022 State Board Meeting. Per narrative, "Additional mental health assistance programs for students and staff: We propose to increase our relationship with local mental health providers to provide mental health assistance in multiple areas to address affects caused by the pandemic."
250-1-010-20220913	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrative services to provide leadership support and professional learning services with the goal of building capacity among school and district leaders.	\$ 5,150	\$ 1,100	\$ 1,350	\$ 1,350	\$ 1,350	75060	Approved at 7/13/2022 State Board Meeting.

250-1-011-20220913	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	"Change Request" - Additional Language in item description and increased amount An assessment of student growth (Fastbridge) at the K-12 level to establish learning loss and develop a plan to address the learning loss during COVID. Purchase of a digital tool to support online learning for Reading and Math at the K-5 level (Freckle)	\$ 122,242	\$ -	\$ 122,242	\$ -	\$ -	75030	Change Request was approved for \$100,000 in SFY 2022. June 22: per applicant, "22 is another student assessment and support tool called Freckle. It is an online differentiated/adaptive learning platform for ELA, Math and science to assist students with learning loss and to provide learning opportunities for students."
250-1-012-20220913	Eligible	Direct Allocation	Instruction	Other Purchased Services	11B. Planning and implementing supplemental after-school programs	Additional learning opportunities and support for students at home to support learning loss and prevent learning loss.	\$ 112,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	75065	Approved at 7/13/2022 State Board Meeting.
250-1-013-20220913	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with	Planning and implementing activities for remote learning to develop online professional development solutions for educators.	\$ 102,092	\$ 25,296	\$ 25,296	\$ 25,500	\$ 26,000	75060	Approved at 7/13/2022 State Board Meeting
250-1-014-20220913	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	"Change Request" - Change Allocated amount Equipment to ensure learning opportunities are available for students and support the learning loss gaps that have occurred.	\$ 60,968	\$ 52,148	\$ 8,820	\$ -	\$ -	75040	Change Request-was approved for \$52,148.47 in SFY 2021

250-1-015-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	"New Item" - Teacher Retention Premium Pay	\$ 325,000	\$ -	\$ 325,000	\$ -	\$ -	75010	New Line Item. On November 18 and 19, 2021, we paid a \$600 staff retention premium pay for all staff (certified and classified) working in USD 250 schools. This constituted 550 employees.
250-1-016-20220913	Eligible	Direct Allocation	Instruction	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	"New Item" - Purchase of PPE and other sanitization materials	\$ 28,303	\$ -	\$ 28,303	\$ -	\$ -	75070	New Line Item. This included filters, masks disinfectant/sanitizer, and plexiglass shields

Kansas CommonApp (2020)

3350-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jVknXVoR

254_BarberCountyNorth_ESSEF II_Change

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Barber County North

Applicant / Mailing Address

| PO Bos 288
| Medicine Lodge, KS. 67104

Applicant / First and Last Name of Owner, CEO, or Executive Director | Mark Buck

Applicant / Email Address of Owner, CEO, or Executive Director | supt@usd254.org

Applicant / Phone Number | 6208863370

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) | 480698547

Applicant / Website Address (if applicable) | <https://www.usd254.org/>

Applicant / Mission Statement (if applicable)

Expect Excellence
Every Student
Every Day
Preparing for the future

Fiscal Agent / Name (if applicable) | Lori Bailey
Fiscal Agent / Email (if applicable) | lbailey@usd254.org
Fiscal Agent / Mailing Address (if applicable)
Box 288
Medicine Lodge, KS. 67104

Application details

Full District Name | Barber County North
District Number | 254
Mailing Address | Street Address | PO Box 288
Mailing | City | Medicine Lodge
Mailing Address | Zip Code | 67104
Authorized Representative of the District | Name | Ryan Cunningham
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Email Address | supt@usd254.org
Authorized Representative of the District | Phone Number | +16208863370
Would you like to additional district representatives to the application? | No

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

Covid-19 significantly disrupted the academic progress of all students in our district. Our students lost a significant amount of instruction time over the past few years. Locally, we had days that we were closed for school, days that students were quarantined and unable to attend in person, and a significant uptick in student absences due to our illness policy. This resulted in a drop in attendance of 2-4% with illness and days that students were unable to attend school physically or virtually. This does not take into account days that all students were out or days that the teacher was out.

This disruption resulted in a lack of academic progress in reading at the lower grades and generally across all subject areas at the older grade levels. All of our students were impacted, but our at-risk students have had a harder time bouncing back and recovering from this missed time.

The money that we have spent over the past few years had been focused on better providing for the students affected the most over the past few years.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

Developing strategies and implementing public health protocols for the reopening and operation of school facilities. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

We are replacing old and outdated HVAC systems with newer ones that will better filter the air and keep our staff and students healthy and able to come to school.

Academically, we will update our curriculum and resources as needed to insure that our students have evidence-based materials in all subject areas and that teachers have been trained in best practices to effectively utilize the resources. An emphasis will be placed on intervention materials especially in the area of reading to address learning gaps. We will also be adding staff to increase the effectiveness of our core instruction and our interventions.

From a mental health perspective, we will enhance our practice with Social/Emotional teaching to help our students better understand how they are feeling and ways to regulate themselves when they are upset and provide a calming room for students to go when they need a break.

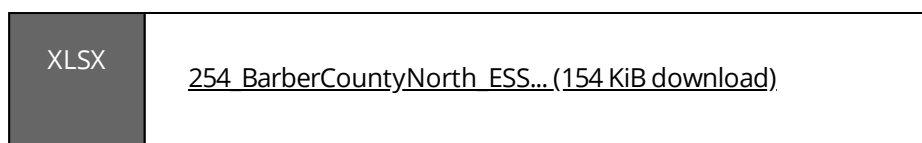
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will monitor attendance data to keep our kids in school. Academically, we will look at student growth in the fall, winter, and spring to make sure that the curriculum and training are helping our students reach their growth goals. We will use our Communities that Care survey results as well as our SEL screener to determine how we are doing with our students emotionally.

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 | Ryan Cunningham

Date | 07/14/2022

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

USD	District Name	Data as of
254	Barber County	8/29/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
254-1-001-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	3 touchless water fountains at the grade school and 3 touchless water fountains at the Jr/Sr High school	\$ 12,600	\$ -	\$ 12,600	\$ -	\$ -	17-2600-430-101-179	Approved at 11/9/2021 at State Board. • This is a capital improvement and requires the necessary paperwork.
254-1-002-20220913	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for all staff members to keep them in our district	\$ 86,000	\$ -	\$ 86,000	\$ -	\$ -	17-1000-100-000-179	Approved at 11/9/2021 at State Board. Initial request submitted was for \$115,000. Changed to \$86,000. Per email with district 09/15/2021, Premium incentive pay of \$1,000 for 86 staff members to be paid in November. Decreased the amount since we are not paying special education staff as well. The South Central Special Education Coop will have the opportunity.
254-1-003-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Change request: Increased cost for 6 HVAC systems for the grade school classrooms.	\$ 74,667	\$ -	\$ 74,667	\$ -	\$ -	17-2600-430-101-179	Change Request: previously approved for \$60,000 SFY2022 at 8/9/22 State Board. Per narrative: We also have HVAC rooftop systems at the grade school that are ineffective at moving air throughout the building. We are going to replace 6 more. Per email 09/15/2021, Capital improvement and construction request form submitted.

254-1-004-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	6 touchless sinks at the grade school	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	17-2600-430-101-179	Approved at 11/9/2021 at State Board. This is a capital improvement and requires the necessary paperwork.
254-1-005-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Change Request: Fastbridge student monitoring system to better assess gaps in learning and monitor progress of our students at the middle and high school level. Change is to include both the 21-22 and 22-23 school year.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	17-1000-610-101-179	Change Request: Previously approved for \$2,000 SFT 2022.
254-1-006-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Change Request: Pathways to reading refresher Summer of 21 and 22 all PreK-4 teachers. Add the refresher for the 22-23 school year as well.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	17-1000-610-103-179	Change Request: previously approved for \$700 SFY 2022. Per narrative: to address learning loss
254-1-007-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Study Island assessment remedial prep	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	17-1000-610-103-179	Approved at 11/9/2021 at State Board. Per narrative: to address learning loss
254-1-008-20220913	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request: 7-8th grade para educator to assist with intervention and remediation for students that are struggling in school.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	17-1000-121-101-179	Change Request: Previously approved for \$20,000 SFY2022

254-1-009-20220913	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request: Grade school para educator remediation for 21-22 and 22-23 school year working with K-2 students struggling with reading and math.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	17-1000-121-103-179	Change Request: Previously approved for \$20,000 SFY2022
254-1-010-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	2 extra summer maintenance workers	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	17-2600-121-101-179	Approved at 11/9/2021 at State Board. extra cleaning custodians to help with sanitation in the buildings
254-1-011-20220913	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request: Summer camps in high interest areas to build students thinking and problem-solving abilities put on by teachers for the summer of 2021 and 2022.	\$ 32,409	\$ 23,409	\$ 9,000	\$ -	\$ -	17-1000-111-103-179	Change Request: Previously approved for \$23,408.65 SFY2021 . Per email with district 09/15/2021, Summer camps were put on by 15 teachers at \$30/hr. There were 141 students who participated
254-1-012-20220913	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	New Line Item: Add a certified staff member at the 7-8th grade level to teach ELA. This will allow us to reduce our class sizes in core instruction to meet better the needs of a population of students that are struggling as well as increase our ability to provide individual targeted interventions in MTSS.	\$ 41,500	\$ -	\$ 41,500	\$ -	\$ -	17-1000-111-103-179	New Line Item

Kansas CommonApp (2020)

3130-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



rQwzAyEY

259_Wichita Public Schools ESSER II Plan Change Request_0525

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Wichita Public Schools

Applicant / Mailing Address

| 903 S Edgemoor
| Wichita, KS 67218

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dee Dee Stroot

Applicant / Email Address of Owner, CEO, or Executive Director | dstroot@usd259.net

Applicant / Phone Number | 316-973-4000

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

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

Applicant / Website Address (if applicable) | usd259.org

Application details

Full District Name		Wichita Public Schools
District Number		259
Mailing Address Street Address		903 S Edgemoor
Mailing City		Wichita
Mailing Address Zip Code		67218
Authorized Representative of the District Name		Dee Dee Stroot
Authorized Representative of the District Position or Title		Executive Director of Innovation & Implementation
Authorized Representative of the District Email Address		dstroot@usd259.net
Authorized Representative of the District Phone Number		+113169734000
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		swillis@usd259.net

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

COVID-19 had significant impact on USD 259 in many ways. One major impact was a loss of 2621 students for 2020-21 leading to a \$12 million funding loss for the District. The District also lost about \$3 million in Nutrition Services revenue and about \$1 million in Medicaid reimbursement. 259 established a recruitment and recovery team for 21-22 SY to aid in recovering missing students.

The District moved quickly to invest in PPE and technology for staff and students. Devices as well as software were purchased in May of 2020 to prepare for 2020-21 remote learning options, a much faster and much larger investment in technology than was ever imagined.

As we ended the 2020-21 school year, we performed a needs assessment with our schools and other stakeholders. Overwhelming responses focused on learning loss, mental health needs of both students and staff and requesting principals receive resources necessary to address the need of their schools. Each of our buildings were given an allocation of funds to use to meet those individual needs which includes supporting mental health and learning loss. Additional efforts to support mental health and learning loss will be captured in ESSER III plan.

Finally, due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. This includes additional pay for substitutes as we also saw a drastic reduction in number of substitutes in 21-22 SY.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Wichita Public Schools will use the ESSER II funds to support: Student and staff technology, PPE, allocation for individual buildings and continuity of services.

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

Each project and approved ESSER request will have specific data to support its effectiveness. This includes but is not limited to: teacher retention, FastBridge and predictive interim data, students recovered, credits recovered, attendance, social and emotional data.

Notes on ESSER II application Excel template:

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

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



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 | Dee Dee Stroot

Date | 05/25/2022

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

USD	District No	Data as of
259	Wichita	8/15/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
259-1-001-20220913	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs. Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.	\$ 11,229,400	\$ 10,532,600	\$ 696,800	\$ -	\$ -	54948 - 100000	Approved at the 12/14/2021 State Board Meeting
259-1-002-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request- Originally approved for \$1,467,400.00 increase cost to \$1,592,400.000 Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage. Students to receive computer supplies (e.g. computer bags, cases, ipad pens, monitors, speakers, headsets, etc.).	\$ 1,592,400	\$ 1,467,400	\$ 125,000	\$ -	\$ -	54948 - 100000	Change Request: Previously approved for \$1,467,400 SFY 2021

259-1-003-20220913	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	56017 - 210000	New Line Item
259-1-004-20220913	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	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	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 16,600	\$ -	\$ 16,600	\$ -	\$ -	56017 - 210000	New Line Item
259-1-005-20220913	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 6,700	\$ -	\$ 6,700	\$ -	\$ -	56017 - 210000	New Line Item

259-1-006-20220913	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	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	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 6,400	\$ -	\$ 6,400	\$ -	\$ -	56017 - 210000	New Line Item
259-1-007-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	To increase family engagement and offer a digital platform for all of our elementary students, ESSER funds will be used to expand SeeSaw use to grades 3-5 (currently used with K-2 only). SeeSaw empowers students to independently document their learning and supplies an audience for their work—their peers, parents, or the world. Seesaw gives parents an immediate and personalized window into their child's school day. Additionally, SeeSaw allows the district to supply formative assessments on a platform in a creative and collaborative way regardless of the learner's location. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Utilizing our Mobile Device management interfaces, we will be able to measure the install and use of the applications on different devices, grade levels and content areas. FY 22 will be used to determine if this expansion should continue and pare down which student engagement applications are effective and sustainable after the ESSERS funding sunsets.	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	56113-100000	New Line Item
259-1-008-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	1 to 1 Device (Surface Pro) Roll Out Professional Learning for Middle School Teachers. One time stipend provided to staff to come outside of contract day or during the time they must work in classrooms during report week. This 1 hour will be spent educating our teachers on how to utilize their computer efficiently and effectively and help support students who are at different learning levels and to be able to better scaffold supports for each of them. Teachers will be able to utilize their computer to enhance teacher instruction and student outcomes.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	56201-100001	New Line Item

259-1-009-20220913	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 861,752	\$ -	\$ 861,752	\$ -	\$ -	56125-220001	New Line Item
259-1-010-20220913	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 7,325	\$ -	\$ 7,325	\$ -	\$ -	56125-220001	New Line Item
259-1-011-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Coordination of Covid-19 preparedness and response efforts, adult and youth disposable masks are being provided to all buildings and programs, to reduce the spread of the COVID-19. We need to purchase an additional 1.5 million youth size and 1.5 million adult size disposable masks for schools to provide to students and staff that arrive to school without them. See through plastic face masks are also being purchased for grade levels and specials/electives where it is imperative for students to see the mouths of adults.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	56044-100001	New Line Item

259-1-012-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Coordination of Covid-19 preparedness and response efforts, adult and youth disposable masks are being provided to all buildings and programs, to reduce the spread of the COVID-19. We need to purchase an additional 1.5 million youth size and 1.5 million adult size disposable masks for schools to provide to students and staff that arrive to school without them. See through plastic face masks are also being purchased for grade levels and specials/electives where it is imperative for students to see the mouths of adults.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	56044-210001	New Line Item
259-1-013-20220913	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Nearpod allows every student a voice in the classroom regardless of where & when that class is held. Kindergarten - 12th grade teachers can share presentations with built-in activities that are mostly used for learning checkpoints or enhancing learning. Every student, with any device, can have the teacher's presentation and activities on their device. This cuts the need for the teacher to share their screen, & they can focus on learning. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology.	\$ 775,000	\$ -	\$ 775,000	\$ -	\$ -	56113-220002	New Line Item
259-1-014-20220913	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. If in-class learning has been interrupted, Kindergarten - 12th grade teachers can use this tool to upload earlier video lessons, supporting videos, or screencasts. EdPuzzle then allows students to respond to videos throughout the video to check understanding of learning. Students can use this learning tool any place and anytime as well - location does not stop the learning and growth. Their responses can be assessed by the teacher to drive learning, review when needed, & supporting all students' learning styles.	\$ 324,000	\$ -	\$ 324,000	\$ -	\$ -	56113-220003	New Line Item

259-1-015-20220913	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. This desktop publishing young learning app allows Kindergarten – 5th grade teachers to create interactive choice boards for students to explore content that piques their interest and students can visualize learning. Most importantly it allows learners the ability to create presentations to communicate their learning with easy-to-use graphics & layouts. This tool can be used on any device and cross-curricula. Supporting all learners, Buncee integrates Microsoft's immersive reader that enabling language to be visual, read aloud, and explained. This empowers students to be content producers versus content consumers then in turn increases retention and engagement.	\$ 321,000	\$ -	\$ 321,000	\$ -	\$ -	56113-220004	New Line Item
259-1-016-20220913	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Brain Pop provides teachers with tools that enrich learning. Students often have gaps in their learning or learning loss from earlier grade levels. This is especially true when we reflect on the ever-changing learning environments students faced during the COVID-19 pandemic. Nevertheless, Kindergarten – 8th grade teachers are faced with covering their content standards and supporting all students moving forward. Brain pop will aid teachers in navigating this circumstance by supplying teachers with engaging videos, quizzes, interactive and ways to show learning on a wide range of challenging topics. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology.	\$ 602,000	\$ -	\$ 602,000	\$ -	\$ -	56113-220005	New Line Item
259-1-017-20220913	Eligible	Direct Allocation	Central Services	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	An allowable ESSER use is purchasing educational technology including hardware, software and Internet connections. Last year, amid the pandemic, we were able to purchase devices for all students and staff who needed them. This causes us to need to secure our network and we purchased Cisco firewall to address security and increased traffic needs (our current firewall is at the end of its life). Implantation allows for increase of internet traffic. We will track the increased utilization of bandwidth and improved resiliency of failover rate. This Data will be tracked in WhatsUp Gold.	\$ 1,420,000	\$ -	\$ 1,420,000	\$ -	\$ -	56113-250001	New Line Item

259-1-018-20220913	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' and staff's ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased Student and staff devices to aid in educational interaction between students and teaching staff and align with the district's technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.	\$ 810,000	\$ -	\$ 810,000	\$ -	\$ -	56201-100001	New Line Item
259-1-019-20220913	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' and staff's ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased Student and staff devices to aid in educational interaction between students and teaching staff and align with the district's technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.	\$ 159,460	\$ -	\$ 159,460	\$ -	\$ -	56201-100002	New Line Item
259-1-020-20220913	Eligible	Direct Allocation	Central Services	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' and staff's ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased Student and staff devices to aid in educational interaction between students and teaching staff and align with the district's technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.	\$ 400,000	\$ -	\$ 400,000	\$ -	\$ -	56113-250002	New Line Item

259-1-021-20220913	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 110,250	\$ -	\$ 110,250	\$ -	\$ -	56014 - 230000	New Line Item
259-1-022-20220913	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 79,400	\$ -	\$ 79,400	\$ -	\$ -	56014 - 230000	New Line Item
259-1-023-20220913	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 259,590	\$ -	\$ 259,590	\$ -	\$ -	56014 - 230000	New Line Item
259-1-024-20220913	Eligible	Direct Allocation	Facilities & Construction Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 113,260	\$ -	\$ 113,260	\$ -	\$ -	56014 - 400000	New Line Item
259-1-025-20220913	Eligible	Direct Allocation	Facilities & Construction Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 30,930	\$ -	\$ 30,930	\$ -	\$ -	56014 - 400000	New Line Item
259-1-026-20220913	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 508,940	\$ -	\$ 508,940	\$ -	\$ -	56014 - 250000	New Line Item

259-1-027-20220913	Eligible	Direct Allocation	Central Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 144,200	\$ -	\$ 144,200	\$ -	\$ -	56014 - 250000	New Line Item
259-1-028-20220913	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 84,410	\$ -	\$ 84,410	\$ -	\$ -	56014 - 220000	New Line Item
259-1-029-20220913	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 27,340	\$ -	\$ 27,340	\$ -	\$ -	56014 - 220000	New Line Item
259-1-030-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56060 - 100000	New Line Item
259-1-031-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 48,730	\$ -	\$ 24,365	\$ 24,365	\$ -	56060 - 100000	New Line Item
259-1-032-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56060 - 100000	New Line Item

259-1-033-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56061 - 100000	New Line Item
259-1-034-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 55,629	\$ -	\$ 27,815	\$ 27,815	\$ -	56061 - 100000	New Line Item
259-1-035-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56061 - 100000	New Line Item
259-1-036-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 31,000	\$ -	\$ 15,500	\$ 15,500	\$ -	56062 - 100000	New Line Item
259-1-037-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 62,385	\$ -	\$ 31,193	\$ 31,193	\$ -	56062 - 100000	New Line Item

259-1-038-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 31,000	\$ -	\$ 15,500	\$ 15,500	\$ -	56062 - 100000	New Line Item
259-1-039-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56063 - 100000	New Line Item
259-1-040-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 51,529	\$ -	\$ 25,765	\$ 25,765	\$ -	56063 - 100000	New Line Item
259-1-041-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56063 - 100000	New Line Item

259-1-042-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 16,000	\$ -	\$ 8,000	\$ 8,000	\$ -	56064 - 100000	New Line Item
259-1-043-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 30,933	\$ -	\$ 15,467	\$ 15,467	\$ -	56064 - 100000	New Line Item
259-1-044-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 16,000	\$ -	\$ 8,000	\$ 8,000	\$ -	56064 - 100000	New Line Item
259-1-045-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56065 - 100000	New Line Item
259-1-046-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 39,853	\$ -	\$ 19,927	\$ 19,927	\$ -	56065 - 100000	New Line Item

259-1-047-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56065 - 100000	New Line Item
259-1-048-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56066 - 100000	New Line Item
259-1-049-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 53,094	\$ -	\$ 26,547	\$ 26,547	\$ -	56066 - 100000	New Line Item
259-1-050-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56066 - 100000	New Line Item

259-1-051-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56067 - 100000	New Line Item
259-1-052-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 43,695	\$ -	\$ 21,848	\$ 21,848	\$ -	56067 - 100000	New Line Item
259-1-053-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56067 - 100000	New Line Item
259-1-054-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56068 - 100000	New Line Item
259-1-055-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 41,046	\$ -	\$ 20,523	\$ 20,523	\$ -	56068 - 100000	New Line Item

259-1-056-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56068 - 100000	New Line Item
259-1-057-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 16,000	\$ -	\$ 8,000	\$ 8,000	\$ -	56069 - 100000	New Line Item
259-1-058-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,252	\$ -	\$ 16,626	\$ 16,626	\$ -	56069 - 100000	New Line Item
259-1-059-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 16,000	\$ -	\$ 8,000	\$ 8,000	\$ -	56069 - 100000	New Line Item
259-1-060-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56070 - 100000	New Line Item

259-1-061-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 64,099	\$ -	\$ 32,050	\$ 32,050	\$ -	56070 - 100000	New Line Item
259-1-062-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56070 - 100000	New Line Item
259-1-063-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56071 - 100000	New Line Item
259-1-064-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 35,680	\$ -	\$ 17,840	\$ 17,840	\$ -	56071 - 100000	New Line Item

259-1-065-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56071 - 100000	New Line Item
259-1-066-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 54,000	\$ -	\$ 27,000	\$ 27,000	\$ -	56072 - 100000	New Line Item
259-1-067-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 107,803	\$ -	\$ 53,902	\$ 53,902	\$ -	56072 - 100000	New Line Item
259-1-068-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 54,000	\$ -	\$ 27,000	\$ 27,000	\$ -	56072 - 100000	New Line Item

259-1-069-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56073 - 100000	New Line Item
259-1-070-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 51,528	\$ -	\$ 25,764	\$ 25,764	\$ -	56073 - 100000	New Line Item
259-1-071-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56073 - 100000	New Line Item
259-1-072-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56074 - 100000	New Line Item
259-1-073-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,087	\$ -	\$ 20,044	\$ 20,044	\$ -	56074 - 100000	New Line Item

259-1-074-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56074 - 100000	New Line Item
259-1-075-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 126,000	\$ -	\$ 63,000	\$ 63,000	\$ -	56075 - 100000	New Line Item
259-1-076-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 250,500	\$ -	\$ 125,250	\$ 125,250	\$ -	56075 - 100000	New Line Item
259-1-077-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 126,000	\$ -	\$ 63,000	\$ 63,000	\$ -	56075 - 100000	New Line Item

259-1-078-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56076 - 100000	New Line Item
259-1-079-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 55,056	\$ -	\$ 27,528	\$ 27,528	\$ -	56076 - 100000	New Line Item
259-1-080-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56076 - 100000	New Line Item
259-1-081-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56077 - 100000	New Line Item

259-1-082-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 48,233	\$ -	\$ 24,117	\$ 24,117	\$ -	56077 - 100000	New Line Item
259-1-083-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56077 - 100000	New Line Item
259-1-084-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	56078 - 100000	New Line Item
259-1-085-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 72,959	\$ -	\$ 36,480	\$ 36,480	\$ -	56078 - 100000	New Line Item

259-1-086-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	56078 - 100000	New Line Item
259-1-087-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,000	\$ -	\$ 31,500	\$ 31,500	\$ -	56079 - 100000	New Line Item
259-1-088-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 127,910	\$ -	\$ 63,955	\$ 63,955	\$ -	56079 - 100000	New Line Item
259-1-089-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,000	\$ -	\$ 31,500	\$ 31,500	\$ -	56079 - 100000	New Line Item

259-1-090-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56080 - 100000	New Line Item
259-1-091-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 65,803	\$ -	\$ 32,902	\$ 32,902	\$ -	56080 - 100000	New Line Item
259-1-092-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56080 - 100000	New Line Item
259-1-093-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56081 - 100000	New Line Item

259-1-094-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,443	\$ -	\$ 20,222	\$ 20,222	\$ -	56081 - 100000	New Line Item
259-1-095-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56081 - 100000	New Line Item
259-1-096-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56082 - 100000	New Line Item
259-1-097-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 53,563	\$ -	\$ 26,782	\$ 26,782	\$ -	56082 - 100000	New Line Item

259-1-098-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56082 - 100000	New Line Item
259-1-099-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56083 - 100000	New Line Item
259-1-100-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 46,791	\$ -	\$ 23,396	\$ 23,396	\$ -	56083 - 100000	New Line Item
259-1-101-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56083 - 100000	New Line Item

259-1-102-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 28,000	\$ -	\$ 14,000	\$ 14,000	\$ -	56084 - 100000	New Line Item
259-1-103-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 55,609	\$ -	\$ 27,805	\$ 27,805	\$ -	56084 - 100000	New Line Item
259-1-104-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 28,000	\$ -	\$ 14,000	\$ 14,000	\$ -	56084 - 100000	New Line Item
259-1-105-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	56085 - 100000	New Line Item

259-1-106-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 61,951	\$ -	\$ 30,976	\$ 30,976	\$ -	56085 - 100000	New Line Item
259-1-107-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	56085 - 100000	New Line Item
259-1-108-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56086 - 100000	New Line Item
259-1-109-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,903	\$ -	\$ 18,452	\$ 18,452	\$ -	56086 - 100000	New Line Item

259-1-110-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56086 - 100000	New Line Item
259-1-111-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56087 - 100000	New Line Item
259-1-112-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 66,634	\$ -	\$ 33,317	\$ 33,317	\$ -	56087 - 100000	New Line Item
259-1-113-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56087 - 100000	New Line Item

259-1-114-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 35,000	\$ -	\$ 17,500	\$ 17,500	\$ -	56088 - 100000	New Line Item
259-1-115-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 71,672	\$ -	\$ 35,836	\$ 35,836	\$ -	56088 - 100000	New Line Item
259-1-116-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 35,000	\$ -	\$ 17,500	\$ 17,500	\$ -	56088 - 100000	New Line Item
259-1-117-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 44,000	\$ -	\$ 22,000	\$ 22,000	\$ -	56089 - 100000	New Line Item

259-1-118-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 89,022	\$ -	\$ 44,511	\$ 44,511	\$ -	56089 - 100000	New Line Item
259-1-119-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 44,000	\$ -	\$ 22,000	\$ 22,000	\$ -	56089 - 100000	New Line Item
259-1-120-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	56090 - 100000	New Line Item
259-1-121-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 28,756	\$ -	\$ 14,378	\$ 14,378	\$ -	56090 - 100000	New Line Item

259-1-122-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	56090 - 100000	New Line Item
259-1-123-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 68,000	\$ -	\$ 34,000	\$ 34,000	\$ -	56091 - 100000	New Line Item
259-1-124-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 137,649	\$ -	\$ 68,825	\$ 68,825	\$ -	56091 - 100000	New Line Item
259-1-125-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 68,000	\$ -	\$ 34,000	\$ 34,000	\$ -	56091 - 100000	New Line Item

259-1-126-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	56092 - 100000	New Line Item
259-1-127-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 30,484	\$ -	\$ 15,242	\$ 15,242	\$ -	56092 - 100000	New Line Item
259-1-128-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	56092 - 100000	New Line Item
259-1-129-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56093 - 100000	New Line Item
259-1-130-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,624	\$ -	\$ 20,312	\$ 20,312	\$ -	56093 - 100000	New Line Item

259-1-131-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56093 - 100000	New Line Item
259-1-132-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 17,000	\$ -	\$ 8,500	\$ 8,500	\$ -	56094 - 100000	New Line Item
259-1-133-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 34,453	\$ -	\$ 17,227	\$ 17,227	\$ -	56094 - 100000	New Line Item
259-1-134-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 17,000	\$ -	\$ 8,500	\$ 8,500	\$ -	56094 - 100000	New Line Item

259-1-135-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56095 - 100000	New Line Item
259-1-136-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 45,905	\$ -	\$ 22,953	\$ 22,953	\$ -	56095 - 100000	New Line Item
259-1-137-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56095 - 100000	New Line Item
259-1-138-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 95,000	\$ -	\$ 47,500	\$ 47,500	\$ -	56096 - 100000	New Line Item
259-1-139-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 188,246	\$ -	\$ 94,123	\$ 94,123	\$ -	56096 - 100000	New Line Item

259-1-140-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 95,000	\$ -	\$ 47,500	\$ 47,500	\$ -	56096 - 100000	New Line Item
259-1-141-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 108,000	\$ -	\$ 54,000	\$ 54,000	\$ -	56097 - 100000	New Line Item
259-1-142-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 214,308	\$ -	\$ 107,154	\$ 107,154	\$ -	56097 - 100000	New Line Item
259-1-143-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 108,000	\$ -	\$ 54,000	\$ 54,000	\$ -	56097 - 100000	New Line Item
259-1-144-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 35,000	\$ -	\$ 17,500	\$ 17,500	\$ -	56098 - 100000	New Line Item

259-1-145-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 71,086	\$ -	\$ 35,543	\$ 35,543	\$ -	56098 - 100000	New Line Item
259-1-146-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 35,000	\$ -	\$ 17,500	\$ 17,500	\$ -	56098 - 100000	New Line Item
259-1-147-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 29,000	\$ -	\$ 14,500	\$ 14,500	\$ -	56099 - 100000	New Line Item
259-1-148-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 56,395	\$ -	\$ 28,198	\$ 28,198	\$ -	56099 - 100000	New Line Item
259-1-149-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 29,000	\$ -	\$ 14,500	\$ 14,500	\$ -	56099 - 100000	New Line Item

259-1-150-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56100 - 100000	New Line Item
259-1-151-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 46,093	\$ -	\$ 23,047	\$ 23,047	\$ -	56100 - 100000	New Line Item
259-1-152-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56100 - 100000	New Line Item
259-1-153-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 41,000	\$ -	\$ 20,500	\$ 20,500	\$ -	56101 - 100000	New Line Item

259-1-154-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 80,510	\$ -	\$ 40,255	\$ 40,255	\$ -	56101 - 100000	New Line Item
259-1-155-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 41,000	\$ -	\$ 20,500	\$ 20,500	\$ -	56101 - 100000	New Line Item
259-1-156-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56150 - 100000	New Line Item
259-1-157-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 53,509	\$ -	\$ 26,755	\$ 26,755	\$ -	56150 - 100000	New Line Item
259-1-158-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56150 - 100000	New Line Item

259-1-159-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	56151 - 100000	New Line Item
259-1-160-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,004	\$ -	\$ 13,002	\$ 13,002	\$ -	56151 - 100000	New Line Item
259-1-161-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	56151 - 100000	New Line Item
259-1-162-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 29,000	\$ -	\$ 14,500	\$ 14,500	\$ -	56152 - 100000	New Line Item
259-1-163-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 57,736	\$ -	\$ 28,868	\$ 28,868	\$ -	56152 - 100000	New Line Item

259-1-164-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 29,000	\$ -	\$ 14,500	\$ 14,500	\$ -	56152 - 100000	New Line Item
259-1-165-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56153 - 100000	New Line Item
259-1-166-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,415	\$ -	\$ 20,208	\$ 20,208	\$ -	56153 - 100000	New Line Item
259-1-167-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56153 - 100000	New Line Item
259-1-168-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56154 - 100000	New Line Item

259-1-169-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56154 - 100000	New Line Item
259-1-170-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56154 - 100000	New Line Item
259-1-171-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	56155 - 100000	New Line Item
259-1-172-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 29,525	\$ -	\$ 14,763	\$ 14,763	\$ -	56155 - 100000	New Line Item
259-1-173-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	56155 - 100000	New Line Item

259-1-174-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56156 - 100000	New Line Item
259-1-175-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 51,309	\$ -	\$ 25,655	\$ 25,655	\$ -	56156 - 100000	New Line Item
259-1-176-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56156 - 100000	New Line Item
259-1-177-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 39,000	\$ -	\$ 19,500	\$ 19,500	\$ -	56157 - 100000	New Line Item
259-1-178-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 78,004	\$ -	\$ 39,002	\$ 39,002	\$ -	56157 - 100000	New Line Item

259-1-179-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 39,000	\$ -	\$ 19,500	\$ 19,500	\$ -	56157 - 100000	New Line Item
259-1-180-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 22,000	\$ -	\$ 11,000	\$ 11,000	\$ -	56158 - 100000	New Line Item
259-1-181-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 43,407	\$ -	\$ 21,704	\$ 21,704	\$ -	56158 - 100000	New Line Item
259-1-182-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 22,000	\$ -	\$ 11,000	\$ 11,000	\$ -	56158 - 100000	New Line Item
259-1-183-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56159 - 100000	New Line Item

259-1-184-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 53,725	\$ -	\$ 26,863	\$ 26,863	\$ -	56159 - 100000	New Line Item
259-1-185-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56159 - 100000	New Line Item
259-1-186-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56160 - 100000	New Line Item
259-1-187-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 38,131	\$ -	\$ 19,066	\$ 19,066	\$ -	56160 - 100000	New Line Item
259-1-188-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56160 - 100000	New Line Item

259-1-189-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56161 - 100000	New Line Item
259-1-190-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 50,791	\$ -	\$ 25,396	\$ 25,396	\$ -	56161 - 100000	New Line Item
259-1-191-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56161 - 100000	New Line Item
259-1-192-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56162 - 100000	New Line Item

259-1-193-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 46,596	\$ -	\$ 23,298	\$ 23,298	\$ -	56162 - 100000	New Line Item
259-1-194-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56162 - 100000	New Line Item
259-1-195-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	56163 - 100000	New Line Item
259-1-196-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 78,388	\$ -	\$ 39,194	\$ 39,194	\$ -	56163 - 100000	New Line Item

259-1-197-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	56163 - 100000	New Line Item
259-1-198-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56164 - 100000	New Line Item
259-1-199-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 44,268	\$ -	\$ 22,134	\$ 22,134	\$ -	56164 - 100000	New Line Item
259-1-200-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56164 - 100000	New Line Item

259-1-201-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	56165 - 100000	New Line Item
259-1-202-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 73,977	\$ -	\$ 36,989	\$ 36,989	\$ -	56165 - 100000	New Line Item
259-1-203-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	56165 - 100000	New Line Item
259-1-204-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	\$ -	56166 - 100000	New Line Item

259-1-205-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,261	\$ -	\$ 13,131	\$ 13,131	\$ -	56166 - 100000	New Line Item
259-1-206-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	\$ -	56166 - 100000	New Line Item
259-1-207-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56167 - 100000	New Line Item
259-1-208-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 46,700	\$ -	\$ 23,350	\$ 23,350	\$ -	56167 - 100000	New Line Item

259-1-209-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56167 - 100000	New Line Item
259-1-210-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56168 - 100000	New Line Item
259-1-211-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 50,021	\$ -	\$ 25,011	\$ 25,011	\$ -	56168 - 100000	New Line Item
259-1-212-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56168 - 100000	New Line Item

259-1-213-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56169 - 100000	New Line Item
259-1-214-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 38,858	\$ -	\$ 19,429	\$ 19,429	\$ -	56169 - 100000	New Line Item
259-1-215-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56169 - 100000	New Line Item
259-1-216-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56170 - 100000	New Line Item

259-1-217-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 48,685	\$ -	\$ 24,343	\$ 24,343	\$ -	56170 - 100000	New Line Item
259-1-218-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56170 - 100000	New Line Item
259-1-219-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56171 - 100000	New Line Item
259-1-220-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,555	\$ -	\$ 18,278	\$ 18,278	\$ -	56171 - 100000	New Line Item

259-1-221-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56171 - 100000	New Line Item
259-1-222-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 34,000	\$ -	\$ 17,000	\$ 17,000	\$ -	56172 - 100000	New Line Item
259-1-223-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 67,435	\$ -	\$ 33,718	\$ 33,718	\$ -	56172 - 100000	New Line Item
259-1-223-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 34,000	\$ -	\$ 17,000	\$ 17,000	\$ -	56172 - 100000	New Line Item
259-1-224-20220913	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 34,000	\$ -	\$ 17,000	\$ 17,000	\$ -	56172 - 100000	New Line Item

259-1-225-z	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 31,000	\$ -	\$ 15,500	\$ 15,500	\$ -	56173 - 100000	New Line Item
259-1-226-z	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,569	\$ -	\$ 31,785	\$ 31,785	\$ -	56173 - 100000	New Line Item
259-1-227-z	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 31,000	\$ -	\$ 15,500	\$ 15,500	\$ -	56173 - 100000	New Line Item
259-1-228-z	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56174 - 100000	New Line Item

259-1-229-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 49,070	\$ -	\$ 24,535	\$ 24,535	\$ -	56174 - 100000	New Line Item
259-1-230-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56174 - 100000	New Line Item
259-1-231-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 124,000	\$ -	\$ 62,000	\$ 62,000	\$ -	56175 - 100000	New Line Item
259-1-232-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 248,874	\$ -	\$ 124,437	\$ 124,437	\$ -	56175 - 100000	New Line Item

259-1-233-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 124,000	\$ -	\$ 62,000	\$ 62,000	\$ -	56175 - 100000	New Line Item
259-1-234-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 38,000	\$ -	\$ 19,000	\$ 19,000	\$ -	56176 - 100000	New Line Item
259-1-235-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 76,044	\$ -	\$ 38,022	\$ 38,022	\$ -	56176 - 100000	New Line Item
259-1-236-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 38,000	\$ -	\$ 19,000	\$ 19,000	\$ -	56176 - 100000	New Line Item

259-1-245-z	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56179 - 100000	New Line Item
259-1-246-z	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56180 - 100000	New Line Item
259-1-247-z	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 37,087	\$ -	\$ 18,544	\$ 18,544	\$ -	56180 - 100000	New Line Item
259-1-248-z	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56180 - 100000	New Line Item

259-1-249-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 39,000	\$ -	\$ 19,500	\$ 19,500	\$ -	56181 - 100000	New Line Item
259-1-250-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 79,168	\$ -	\$ 39,584	\$ 39,584	\$ -	56181 - 100000	New Line Item
259-1-251-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 39,000	\$ -	\$ 19,500	\$ 19,500	\$ -	56181 - 100000	New Line Item
259-1-252-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	\$ -	56182 - 100000	New Line Item

259-1-253-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,316	\$ -	\$ 13,158	\$ 13,158	\$ -	56182 - 100000	New Line Item
259-1-254-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	\$ -	56182 - 100000	New Line Item
259-1-255-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	56183 - 100000	New Line Item
259-1-256-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 78,672	\$ -	\$ 39,336	\$ 39,336	\$ -	56183 - 100000	New Line Item

259-1-257-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	56183 - 100000	New Line Item
259-1-258-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 28,000	\$ -	\$ 14,000	\$ 14,000	\$ -	56184 - 100000	New Line Item
259-1-259-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 55,835	\$ -	\$ 27,918	\$ 27,918	\$ -	56184 - 100000	New Line Item
259-1-260-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 28,000	\$ -	\$ 14,000	\$ 14,000	\$ -	56184 - 100000	New Line Item

259-1-261-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56185 - 100000	New Line Item
259-1-262-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 46,374	\$ -	\$ 23,187	\$ 23,187	\$ -	56185 - 100000	New Line Item
259-1-263-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56185 - 100000	New Line Item
259-1-264-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 59,000	\$ -	\$ 29,500	\$ 29,500	\$ -	56186 - 100000	New Line Item

259-1-265-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 118,433	\$ -	\$ 59,217	\$ 59,217	\$ -	56186 - 100000	New Line Item
259-1-266-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 59,000	\$ -	\$ 29,500	\$ 29,500	\$ -	56186 - 100000	New Line Item
259-1-267-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 76,000	\$ -	\$ 38,000	\$ 38,000	\$ -	56187 - 100000	New Line Item
259-1-268-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 152,446	\$ -	\$ 76,223	\$ 76,223	\$ -	56187 - 100000	New Line Item
259-1-269-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 76,000	\$ -	\$ 38,000	\$ 38,000	\$ -	56187 - 100000	New Line Item

259-1-270-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56188 - 100000	New Line Item
259-1-271-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 37,903	\$ -	\$ 18,952	\$ 18,952	\$ -	56188 - 100000	New Line Item
259-1-272-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56188 - 100000	New Line Item
259-1-273-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56189 - 100000	New Line Item

259-1-282-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56192 - 100000	New Line Item
259-1-283-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56192 - 100000	New Line Item
259-1-284-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56192 - 100000	New Line Item
259-1-285-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56193 - 100000	New Line Item

259-1-290-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56194 - 100000	New Line Item
259-1-291-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56195 - 100000	New Line Item
259-1-292-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56195 - 100000	New Line Item
259-1-293-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56195 - 100000	New Line Item

259-1-294-2	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56196 - 100000	New Line Item
259-1-295-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56196 - 100000	New Line Item
259-1-296-2	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56196 - 100000	New Line Item
259-1-297-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Raised concerns about workload issues for teachers supporting both students learning in person and remotely necessitated the need for a contractual additional pay item for teachers. To support this COVID-19 specific workload concern, additional pay for Teachers was needed for teachers to use additional planning time to prepare lessons when having learners both synchronously, and asynchronously due to quarantine requirements (\$25/hour up to \$50/day). See MOU for more information.	\$ 2,000,000	\$ -	\$ 2,000,000	\$ -	\$ -	56214 - 100000	New Line Item

259-1-298-2	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Additional pay for para educators to supervise classrooms when another teacher is being used to cover a classroom due to COVID related quarantine requirements or due to a lack of substitute employees available to cover absences - see MOU for additional details, premium pay for classified substitute employees to promote recruitment and retention of classified substitutes to support an decreasing number of subs available. See pay schedule for more details by job type.	\$ 1,000,000	\$ -	\$ 1,000,000	\$ -	\$ -	56214 - 100000	New Line Item
259-1-299-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to urban district enrollment decline because of the COVID-19 pandemic, the district experienced significant loss of general fund and supplemental general budget required to maintain current staffing levels and keep existing supports in place in schools. The district would have had to cut approximately 300 positions across all weighted funding sources in order to maintain budget authority in fiscal year 2022. This COVID enrollment reduction necessitates the use of ESSER funds to maintain existing operations, services, and employ existing staff. See backup for positions being funded directly out of ESSER for additional details	\$ 20,647,497	\$ -	\$ 20,647,497	\$ -	\$ -	56214 - 100000	New Line Item
259-1-300-2	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022. <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022. 	\$ 800,170	\$ -	\$ 800,170	\$ -	\$ -	56214 - 100000	New Line Item

259-1-301-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment. 	\$ 4,804,430	\$ -	\$ 4,804,430	\$ -	\$ -	56214 - 100000	New Line Item
259-1-302-2	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment. 	\$ 66,420	\$ -	\$ 66,420	\$ -	\$ -	56214 - 230000	New Line Item

259-1-303-2	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022. 	\$ 260,650	\$ -	\$ 260,650	\$ -	\$ -	56214 - 250000	New Line Item
259-1-304-2	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment. 	\$ 7,550	\$ -	\$ 7,550	\$ -	\$ -	56214 - 250000	New Line Item

259-1-305-2	Eligible	Direct Allocation & Maintenance of Plant	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022. 	\$ 605,460	\$ -	\$ 605,460	\$ -	\$ -	56214 - 260000	New Line Item
259-1-306-2	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022. 	\$ 17,800	\$ -	\$ 17,800	\$ -	\$ -	56214 - 270000	New Line Item

259-1-307-2	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022. 	\$ 188,570	\$ -	\$ 188,570	\$ -	\$ -	56214 - 310000	New Line Item
259-1-308-2	Eligible	Direct Allocation	Facilities & Construction Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022. 	\$ 27,960	\$ -	\$ 27,960	\$ -	\$ -	56214 - 400000	New Line Item

259-1-309-2	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022. 	\$ 125,490	\$ -	\$ 125,490	\$ -	\$ -	56214 - 210000	New Line Item
259-1-310-2	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment. 	\$ 854,810	\$ -	\$ 854,810	\$ -	\$ -	56214 - 210000	New Line Item

259-1-311-2	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022. 	\$ 40,720	\$ -	\$ 40,720	\$ -	\$ -	56214 - 220000	New Line Item
259-1-312-2	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows:</p> <p>This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment. 	\$ 422,990	\$ -	\$ 422,990	\$ -	\$ -	56214 - 220000	New Line Item

259-1-313-2	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022. 	\$ 251,720	\$ -	\$ 251,720	\$ -	\$ -	56214 - 240000	New Line Item
259-1-314-2	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows:</p> <p>This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment. 	\$ 449,390	\$ -	\$ 449,390	\$ -	\$ -	56214 - 240000	New Line Item

259-1-315-2	Eligible	Direct Allocation	Other Support Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows:</p> <p>This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <ul style="list-style-type: none"> •A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment. •A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment. 	\$ 1,880	\$ -	\$ 1,880	\$ -	\$ -	56214 - 290000	New Line Item
259-1-316-2	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.</p>	\$ 573,400	\$ -	\$ 573,400	\$ -	\$ -	56214 - 100000	New Line Item
259-1-317-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.</p>	\$ 3,774,000	\$ -	\$ 3,774,000	\$ -	\$ -	56214 - 100000	New Line Item
259-1-318-2	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.</p>	\$ 40,600	\$ -	\$ 40,600	\$ -	\$ -	56214 - 230000	New Line Item

259-1-331-2	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	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 383,500	\$ -	\$ 383,500	\$ -	\$ -	56214 - 240000	New Line Item
259-1-332-2	Eligible	Direct Allocation	Other Support Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 1,600	\$ -	\$ 1,600	\$ -	\$ -	56214 - 290000	New Line Item
259-1-333-2	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 342,690	\$ -	\$ 342,690	\$ -	\$ -	56214 - 100000	New Line Item
259-1-334-2	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 1,981,787	\$ -	\$ 1,981,787	\$ -	\$ -	56214 - 100000	New Line Item

259-1-335-2	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 24,310	\$ -	\$ 24,310	\$ -	\$ -	56214 - 230000	New Line Item
259-1-336-2	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	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 34,400	\$ -	\$ 34,400	\$ -	\$ -	56214 - 230000	New Line Item
259-1-337-2	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 132,690	\$ -	\$ 132,690	\$ -	\$ -	56214 - 250000	New Line Item
259-1-338-2	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 3,900	\$ -	\$ 3,900	\$ -	\$ -	56214 - 250000	New Line Item

259-1-347-2	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 118,350	\$ -	\$ 118,350	\$ -	\$ -	56214 - 240000	New Line Item
259-1-348-2	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	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 229,240	\$ -	\$ 229,240	\$ -	\$ -	56214 - 240000	New Line Item
259-1-349-2	Eligible	Direct Allocation	Other Support Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 990	\$ -	\$ 990	\$ -	\$ -	56214 - 290000	New Line Item

Kansas CommonApp (2020)

3348-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KWwRwDbm

327_Ellsworth_ESSER Expenditure Reporting March 31 report (copy)

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 327

Applicant / Mailing Address

PO Box 306
145 West 15th Street
Ellsworth, KS 67439

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dina Rankin

Applicant / Email Address of Owner, CEO, or Executive Director | drankin@usd327.org

Applicant / Phone Number | 785-472-5561

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

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

Application details

Full District Name	Ellsworth-Kanopolis-Geneseo
District Number	327
Mailing Address Street Address	PO Box 306, 145 West 15th St
Mailing City	Ellsworth
Mailing Address Zip Code	67439
Authorized Representative of the District Name	Dina Rankin
Authorized Representative of the District Position or Title	Business Manager
Authorized Representative of the District Email Address	drankin@usd327.org
Authorized Representative of the District Phone Number	+17854725561
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	dhilbig@usd327.org

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

USD 327 composes of 642 students K through 12th grade for the 2021-2022 school year. Covid-19 has impacted the school and community in multiple ways. In the 2020 school year, students lost over 1/4 of their school year to the virus resulting in lost academic and social emotional learning. For the 2020-2021 school year, students returned to in person instruction and were able to maintain that instruction for the entire year, but at an increased cost both financially, academically, and social emotionally. The district saw increased costs in food service and maintenance. Students in all grades, but particularly in the lower grades that are At-Risk and special needs lost the ability to interact with students outside of their cohort groups, saw a reduced social emotional education, and the elimination of field trips, multiple quarantines, and a shortened calendar, cost them academic opportunities for the 2019-2021 school years.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

USD 327 will utilize ESSER II allocations to recover the lost financial resources encumbered by the district due to strategies implemented to keep students and staff healthy and safe while returning to the schools. Funding will be utilized in 4 of 7 maintenance costs including upgrades to HVAC, advanced cleaning supplies and techniques specific to COVID-19, and

additional staff. In Food service, we will utilize funding for increased common space and equipment to aid in social distancing, disposable supplies, and staff wages to aid in preparation of food and supervision of students practicing social distancing. We will also utilize funds to hire additional certified staff and classified staff to aid in both physical and mental health services, additional teaching staff, classified staff, curriculum designed to easily transition from in person to online when needed do to COVID-19, technology, summer and after school learning opportunities, and premium pay.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

USD 327 will utilize ESSER II allocations to recover the lost financial resources encumbered by the district due to strategies implemented to keep students and staff healthy and safe while returning to the schools. Funding will be utilized in 4 of 7 maintenance costs including upgrades to HVAC, advanced cleaning supplies and techniques specific to COVID-19, and additional staff. In Food service, we will utilize funding for increased common space and equipment to aid in social distancing, disposable supplies, and staff wages to aid in preparation of food and supervision of students practicing social distancing. We will also utilize funds to hire additional certified staff and classified staff to aid in both physical and mental health services, additional teaching staff, classified staff, curriculum designed to easily transition from in person to online when needed do to COVID-19, technology, summer and after school learning opportunities, and premium pay.

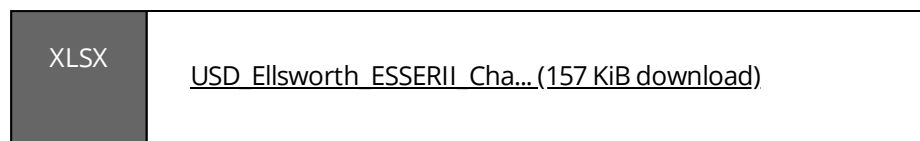
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will utilize stakeholder town hall meetings, surveys, a social emotional screener, retention rates, MAPS and Aimsweb Testing.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature | Dina D Rankin

Date | 08/24/2022

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

USD	District Name	Data as of
327	Ellsworth	8/29/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
327-1-001-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay: Paying certified staff a one time \$1500 payment on December 20th for continuity of services to retain all staff through the pandemic.	\$ 84,000	\$ -	\$ 84,000	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-002-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST** Premium Pay: Paying classified staff a \$1500 payment broken into two payments on December 20th and June 20th for continuity of services to retain all staff through the pandemic.	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	21	Change Request: previously approved for \$46,500 SFY 22
327-1-003-20220913	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Salary for counseling position at Kanopolis Middle School to provide social emotional support for students impacted by Covid-19	\$ 28,432	\$ -	\$ 28,432	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-004-20220913	Eligible	Direct Allocation	Support Services (Students)	Tuition Reimbursement	10. Providing mental health services and supports	CHANGE REQUEST** Unemployment costs for additional Conselor	\$ 30	\$ -	\$ 30	\$ -	\$ -	21	Change Request: previously approved for \$25 SFY 22

327-1-005-20220913	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST** Unemployment costs for Certified Premium Pay	\$ 71	\$ -	\$ 71	\$ -	\$ -	21	Change Request: previously approved for \$75 SFY 22
327-1-006-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST** Social Security for Certified Premium Pay	\$ 5,840	\$ -	\$ 5,840	\$ -	\$ -	21	Change Request: previously approved for \$6,500 SFY 22
327-1-007-20220913	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	CHANGE REQUEST** KPERS Employer Share - Counselor position	\$ 3,979	\$ -	\$ 3,979	\$ -	\$ -	21	Change Request: previously approved for \$38,00 SFY 22
327-1-008-20220913	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST** Unemployment costs for Classified Premium Pay	\$ 39	\$ -	\$ 39	\$ -	\$ -	21	Change Request: previously approved for \$50 SFY 22
327-1-009-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST** Social Security for Classified Premium Pay	\$ 3,145	\$ -	\$ 3,145	\$ -	\$ -	21	Change Request: previously approved for \$3,600 SFY 22
327-1-010-20220913	Eligible	Direct Allocation	Instruction	Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Seesaw license to communicate and deliver lessons to parents and students while under quarantine or ill with Covid-19	\$ 2,485	\$ -	\$ 2,485	\$ -	\$ -	21	Change Request: previously approved for \$1,375 SFY 22

327-1-011-20220913	Eligible	Direct Allocation	Instruction	Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom License to provide school services and information to health compromised students and stakeholders.	\$ 5,400	\$ 5,400	\$ -	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-012-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Teaching Children's yoga social emotional learning program. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.	\$ 299	\$ 299	\$ -	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-013-20220913	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	Feeling Faces Cards for Grades 1-2 Classroom for our social emotional curriculum. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.	\$ 163	\$ 163	\$ -	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-014-20220913	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	Feeling Faces Cards for Grades 1-2 Classroom for our social emotional curriculum. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.	\$ 163	\$ 163	\$ -	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-015-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social Emotional Training for staff to implement our SEL program that will fill holes in student learning caused by missed educational time due to Covid 19.	\$ 900	\$ -	\$ 900	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting

327-1-016-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Supplies required for the new SEL training.	\$ 179	\$ -	\$ 179	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-017-20220913	Eligible	Direct Allocation	Instruction	Textbooks	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	CHANGE REQUEST** SEL kit designed for students with special needs that corresponds with our newly adopted program.	\$ 352	\$ -	\$ 352	\$ -	\$ -	21	New Line Item
327-1-018-20220913	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Moby Max licenses for our 2nd grade class. Moby Max identifies learning gaps in math, reading, writing, language, vocabulary, and fact fluency caused by Covid 19.	\$ 799	\$ -	\$ 799	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-019-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Training DVDs/Books needed to implement our SEL program.	\$ 202	\$ -	\$ 202	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting

327-1-020-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social Emotional Supplies needed for training.	\$ 160	\$ -	\$ 160	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-021-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Drums for the new SEL program.	\$ 240	\$ -	\$ 240	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-022-20220913	Eligible	Direct Allocation	Instruction	Property	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	In the event of a long-term closure, the use of the interactive software, Lumio, that comes with the boards will be vital for teachers to create engaging activities that all students can access with the integration of their school issued chromebooks and smart boards.	\$ 71,247	\$ 71,247	\$ -	\$ -	\$ -	21	Approved at the 7/12/2022 State Board Meeting

327-1-023-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	NEW ITEM** Pay for certified staff for the time spent in their classrooms to allow for less congregation of students in larger areas. Pay of \$250.00 per staff member to compensate for extra time off contract.	\$ 14,375	\$ 14,375	\$ -	\$ -	\$ -	21	New Line Item. As per district, students were not able to congregate in the gym for the first 20 minutes of class, as they had before, so 58 certified staff were paid for the additional classroom time. This is reimbursement and was communicated to teachers ahead of time.
327-1-024-20220913	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	NEW ITEM** Pay for substitute staff for employees being quarantined or attending to family members in quarantine	\$ 7,499	\$ 1,528	\$ 5,971	\$ -	\$ -	21	New Line Item
327-1-025-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM** FICA costs for substitute staff for employees being quarantined or attending to family members in quarantine	\$ 600	\$ 160	\$ 440	\$ -	\$ -	21	New Line Item. Related to line above.
327-1-026-20220913	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM** Unemployment costs for substitute staff for employees being quarantined or attending to family members in quarantine	\$ 8	\$ 2	\$ 6	\$ -	\$ -	21	New Line Item. Related to line above.
327-1-027-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM** Pay for staff who are afflicted by COVID that prohibited them from being at work	\$ 626	\$ 626	\$ -	\$ -	\$ -	21	New Line Item. This was an extension for one employee who was out with COVID

327-1-028-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	NEW ITEM** Providing internet hotspots for students or staff that are learning or working remotely when out of the buildings due to COVID quarantines or other COVID related reasons.	\$ 9,673	\$ 3,664	\$ 4,569	\$ 1,440	\$ -	21	New Line Item
327-1-029-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	NEW ITEM** FICA costs for counselor position that was not included in original application. New position to address social emotional needs of students	\$ 2,290	\$ -	\$ 2,290	\$ -	\$ -	21	New Line Item. As per district, this line corresponds to line 003 and was left off of the original application by mistake.
327-1-030-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM** Pay for additional hours for classified library technology aide to support additional technology needed due to COVID pandemic, and the additional cleaning of devices	\$ 2,317	\$ -	\$ 2,317	\$ -	\$ -	21	New Line Item. As per district, this is for one new employee
327-1-031-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM** FICA for additional hours for classified library technology aide to support additional technology needed due to COVID pandemic, and the additional cleaning of devices	\$ 292	\$ -	\$ 292	\$ -	\$ -	21	New Line Item. Related to line above.

327-1-032-20220913	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM** Unemployment costs for additional hours for classified library technology aide to support additional technology needed due to COVID pandemic, and the additional cleaning of devices	\$ 3	\$ -	\$ 3	\$ -	\$ -	21	New Line Item. Related to line above.
327-1-033-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	NEW ITEM** Purchase of cleaning spray gun kit for sanitizing hard surfaces to mitigate the virus within the school building	\$ 1,064	\$ 1,064	\$ -	\$ -	\$ -	21	New Line Item. This is a reimbursement
327-1-034-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM** Purchase of assessments platforms to help identify student learning loss and support teacher lesson planning. Fast Bridge and Aims Web platforms	\$ 2,275	\$ 2,275	\$ -	\$ -	\$ -	21	New Line Item. This is a reimbursement
327-1-035-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	NEW ITEM** Items for SEL classroom at the elementary level to address social emotional needs due to learning loss (total cost \$730.08 - this is partial cost)	\$ 524	\$ -	\$ -	\$ 524	\$ -	21	New Line Item

Kansas CommonApp (2020)

3158-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XjWpVQjE

USD337_Royal Valley_ESSERII_Change_070122

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 337 ROYAL VALLEY
Applicant / Mailing Address	
101 W MAIN ST MAYETTA, KS 66509	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Aaric Davis
Applicant / Email Address of Owner, CEO, or Executive Director	davis@rv337.org
Applicant / Phone Number	785-966-2246

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

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

Applicant / Federal EIN (if applicable)	48-0698618
Applicant / Website Address (if applicable)	www.rv337.com
Applicant / Child Care Licensing Number (if applicable)	48454-014

Applicant / Mission Statement (if applicable)

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

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

[Download Form W-9](#)

PDF	USD 337 W9.pdf (114 KiB download)
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Applicant / Board Member List (if applicable)

PDF	USD #337 Board Member Lis... (23 KiB download)
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Fiscal Agent / Name (if applicable) | Sherri Schulte

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

Fiscal Agent / Mailing Address (if applicable)

101 W MAIN ST
MAYETTA, KS 66509

Application details

Full District Name | Royal Valley

District Number | 337

Mailing Address | Street Address | 101 W Main ST

Mailing | City | Mayetta

Mailing Address | Zip Code | 66509

Authorized Representative of the District | Name | Aaric Davis

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | davis@rv337.org

Authorized Representative of the District | Phone Number | +17859662246

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students,

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

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

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

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

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

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

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

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

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

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

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

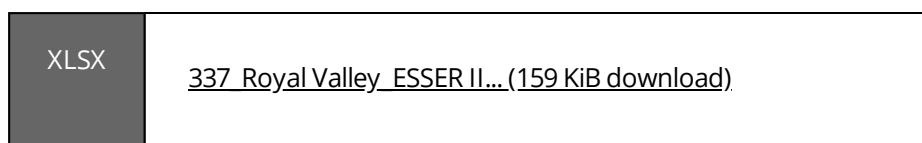
We will also continue to monitor student grades, attendance, office discipline referrals and SAEBRS for social emotional risk factors as well.

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

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

transaction by any federal department or agency.

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature | Aaric S. Davis

Date | 07/01/2022

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

USD	District N	Data as of
337	Royal Vall	8/18/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
337-1-001-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 337 added a fifth section of 1st grade during the 2020-2021 school year to allow for additional social distancing in the classroom as recommended by the KDHE, KSDE, and the CDC. There were 90 students in the first grade during the 2020-21 school year. In addition to social distancing, our local data indicated that this group of students were also left without the necessary reading skills during their kindergarten year due to the loss of a 9 weeks worth of reading instruction. The additional teacher also helped us keep our groupings smaller for increased individualized instruction.	\$ 52,445	\$ 52,445	\$ -	\$ -	\$ -	13200	Approved at 9/14/2021 State Board Meeting.
337-1-002-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 11 teachers to put on a 2 week summer school for elementary school students, a 3 week reading and math intervention program for at-risk middle school students and a 3 week credit recovery program for high school students who failed a course during the 2020-2021 school year. These teachers will be helping students improve their reading, math and science skills, as well as earn much needed credits at the high school level. This expenditure line item is specifically for the summer of 2021.	\$ 17,438	\$ -	\$ 17,438	\$ -	\$ -	13200	Approved at 9/14/2021 State Board Meeting.
337-1-003-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 paraprofessionals to put on a 2 week summer school for elementary school students and a 3 week reading and math intervention program for at-risk middle school students. These paraprofessionals will be helping students improve their reading, math, and science skills by assisting teachers in these STEM and intervention programs. This expenditure line item is specifically for the summer of 2021.	\$ 1,831	\$ -	\$ 1,831	\$ -	\$ -	13210	Approved at 9/14/2021 State Board Meeting.
337-1-004-20220913	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 bus drivers to transport students from home to the location of our summer school programming as explained above in the previous two line items. The drivers will be driving a to and from route each day for 15 days. This expenditure line item is specifically for the summer of 2021	\$ 4,945	\$ -	\$ 4,945	\$ -	\$ -	43750	Approved at 9/14/2021 State Board Meeting.
337-1-005-20220913	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be running 4 routes to and from summer school programming as explained above in lines 16. There will be 4 routes each day to and from summer school for 15 days. This line item is specifically for the summer of 2021	\$ 538	\$ -	\$ 538	\$ -	\$ -	44000	Approved at 9/14/2021 State Board Meeting.

337-1-006-20220913	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be purchasing between 60 and 84 student curriculum packets/kits for the STEM camp at the elementary school as a part of their summer camp described in line 16. These kits and programming provides instructor materials and student consumables for STEM projects.	\$ 10,069	\$ 10,069	\$ -	\$ -	\$ -	86200	Approved at 9/14/2021 State Board Meeting.
337-1-007-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 337 has added a new position for an MTSS Coordinator/interventionist for grades 5-12. This position will help address learning loss stemming from the disrupted learning environment due to continuous learning, remote learning during the 2019-20 and 2020-21 school years. The position will serve as coordinator for both the middle school and the high school but will only serve as an interventionist for the middle school. Current high school staff members will implement interventions at the HS	\$ 58,209	\$ -	\$ 58,209	\$ -	\$ -	13200	Approved at 9/14/2021 State Board Meeting.
337-1-008-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: A \$750 payment for all certified staff members (72 staff) to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.	\$ 54,000	\$ -	\$ 54,000	\$ -	\$ -	13200	Change Request- Was approved for \$56,250 in SFY 2022
337-1-009-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST: COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 10 staff members that will be paid in August 2021.	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	20000	Change Request-Was approved for \$8,250 in SFY 2022
337-1-010-20220913	Eligible	Direct Allocation	Food Services Operations	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 1 staff member that will be paid in August 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	30150	Approved at 9/14/2021 State Board Meeting.
337-1-011-20220913	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 1 staff member that will be paid in August 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	12000	Approved at 9/14/2021 State Board Meeting.

337-1-012-20220913	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 1 staff member that will be paid in August 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	55060	Approved at 9/14/2021 State Board Meeting.
337-1-013-20220913	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 3 staff members that will be paid in August 2021.	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	13150	Approved at 9/14/2021 State Board Meeting.
337-1-014-20220913	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 1 staff member that will be paid in August 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	13420	Approved at 9/14/2021 State Board Meeting.
337-1-015-20220913	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 1 staff member that will be paid in August 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	13400	Approved at 9/14/2021 State Board Meeting.
337-1-016-20220913	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 8 staff members that will be paid in August 2021.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	30200	Approved at 9/14/2021 State Board Meeting.
337-1-017-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST: COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 20 staff members that will be paid in August 2021.	\$ 13,929	\$ -	\$ 13,929	\$ -	\$ -	13350	Change Request-Was approved for \$15,000 in SFY 2022
337-1-018-20220913	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 9 staff members that will be paid in August 2021.	\$ 6,750	\$ -	\$ 6,750	\$ -	\$ -	13300	Approved at 9/14/2021 State Board Meeting.

337-1-019-20220913	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship and additional responsibilities on employees and funds will be used to provide a one-time \$750 premium pay retention/recruitment incentive for 12 staff members that will be paid in August 2021.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	43750	Approved at 9/14/2021 State Board Meeting.
337-1-020-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 337 continued to offer a 5th section for 2nd grade as we did in first grade during the 2020-21 school year to allow for additional social distancing in the classroom as recommended by the KDHE, KSDE, and the CDC. There are 93 students compared to our typical class of 65 students in the second grade during the 2021-22 school year. In addition to social distancing, our local data indicated that this group of students were also left without the necessary reading skills during their kindergarten year due to the loss of a 9 weeks worth of reading instruction. The additional teacher also helped us keep our groupings smaller for increased individualized instruction.	\$ 40,400	\$ -	\$ 40,400	\$ -	\$ -	13200	Approved at 9/14/2021 State Board Meeting.
337-1-021-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST: USD 337 continued to offer a 5th section for 3rd grade as we did in first and second grade during the 2020-21 and 2021-22 school years to allow for additional social distancing in the classroom as recommended by the KDHE, KSDE, and the CDC. There are 93 students compared to our typical class of 65 students in the second grade during the 2021-22 school year. In addition to social distancing, our local data indicated that this group of students were also left without the necessary reading skills during their kindergarten year due to the loss of a 9 weeks worth of reading instruction. The additional teacher also helped us keep our groupings smaller for increased individualized instruction.	\$ 41,925	\$ -	\$ -	\$ 41,925	\$ -	13200	Change Request-Was approved for \$42,000 in SFY 2023
337-1-022-20220913	Eligible	Direct Allocation	Support Services - General Administration	Purchased Professional & Technical Services	10. Providing mental health services and supports	CHANGE REQUEST: In January 2021, USD 337 began purchasing an EAP for all employees to have access to mental health services as needed in response to loss, stress, and anxiety related to the COVID pandemic. We will continue this process through the 2022-23 school year.	\$ 4,847	\$ -	\$ 2,203	\$ 2,644	\$ -	16750	Change Request-Was approved for \$2,403 in SFY 2022 and \$2,640 in SFY 2023
337-1-023-20220913	Eligible	Direct Allocation	Instruction	Textbooks	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM: USD 337 subscribed to programs for online individual courses for Summer School and during the 21-22 school year and the 22-23 school year to help with credit recovery for high school students that failed courses due to attendance, mental health, and lack of consistency issues caused by the COVID pandemic. There were a large number of failed high school courses during the height of the pandemic and this will assist student with meeting graduation requirements.	\$ 15,808	\$ -	\$ 15,808	\$ -	\$ -	86240	New Line Item
337-1-024-20220913	Eligible	Direct Allocation	Instruction	Textbooks	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM: USD 337 began subscribing to zoom online meeting software platform to make meaningful daily connections to students that were participating in remote learning during the pandemic. The teachers also utilize the software to connect with students in the classroom from home while they are in quarantine or isolation. It has also allowed administrators to meet with teachers, staff and members of other organizations while meetings are unsafe due to the pandemic.	\$ 7,200	\$ -	\$ 3,600	\$ 3,600	\$ -	86240	New Line Item

337-1-025-20220913	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Supplies & Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM: We purchased face masks to hand to students as they boarded the buses this year due to the federal mandate for face coverings during the first part of the 2021-22 school year.	\$ 302	\$ -	\$ 302	\$ -	\$ -	44400	New Line Item
337-1-026-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM: We purchased hand sanitizer to place at bulding entrances to help slow the spread of COVID during the 2021-22 school year.	\$ 262	\$ -	\$ 262	\$ -	\$ -	20920	New Line Item
337-1-027-20220913	Eligible	Direct Allocation	Instruction	Textbooks	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM: We had to purchase additional Seesaw licenses for our elementary school due to increase in student enrollment. Seesaw is used to help student that are in remote learning submit work to elementary teachers and for teachers to communicate with parents and students remotely. This was necessary during remote learning to have a user friendly way to turn in work.	\$ 151	\$ -	\$ 151	\$ -	\$ -	86240	New Line Item
337-1-028-20220913	Eligible	Direct Allocation	Support Services - General Administration	Supplies & Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM: 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 bulding to complete required paperwork. This helps slow the spread of the COVID virus by minimizing the number of individuals coming into the school buildings.	\$ 7,560	\$ -	\$ 7,560	\$ -	\$ -	17530	New Line Item; Original request included subscription for FY24 (beyond the liquication period). Applicant responded via email: I would like you to update the amount for 337_17530_15 to reflect the first two years of this agreement. That would be 2/3 of the intial amount which is now \$7,560 and I will put the remaining \$3780 from that line item into ESSER III application.
337-1-029-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	NEW ITEM: The middle school team purchased some new social skills curriculum to provide usable strategies to help students when returning to the school building after being in remote learning for long periods of time.	\$ 70	\$ -	\$ 70	\$ -	\$ -	18500	New Line Item
337-1-030-20220913	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: The high school and middle school purchased a new online program to help fill skill gaps for students that are at-risk on local reading measurements. The pandemic has increased the number of students with skill gaps in reading throughout these buildings. The Language Live program is taught in a blended learning model with a high school or middle school english teacher and the online program. Students work together, whole group and independently online during this program.	\$ 772	\$ -	\$ 772	\$ -	\$ -	86240	New Line Item

337-1-031-20220913	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: The elementary school purchased and implemented a new reading intervention program called 95% Group. The program was implemented in grades K-6 for students that are at-risk on local reading assessments. The number of students in the elementary school that are at-risk in reading has increased due to attendance issues, anxiety issues and lack of consistency of the school environment. The purchase of this curriculum also included professional learning for successful implementation.	\$ 45,819	\$ -	\$ 40,073	\$ 5,747	\$ -	86200	New Line Item
337-1-032-20220913	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Multiple factors related to the pandemic have caused us to implement the Brilliance Project professional learning series throughout the entire district. Teacher turnover due to pandemic fatigue, student learning loss, and the need to be efficient to remediate and catch students up. The district participated in a several professional learning days related to teacher clarity. Teacher clarity work instructs teachers which standards are a priority and which ones will have the largest impact on student learning. It also facilitates what success criteria exists for students on each priority standard. This work will also help get all new teachers and experienced teachers together.	\$ 29,083	\$ -	\$ 18,083	\$ 11,000	\$ -	39500	New Line Item; Applicant responded via email: The professional development provided by the Brilliance Project focused on the following topics: Teacher Clarity, understanding beliefs about curriculum, assessments, and standards, indentifying grade level priority standards for all subject areas, determining which support standards assist in the success of each priority standard, unwrapping standards, and determining goals and targets for units of study. The application of this professional training was to close skill gaps caused by the disruption of the COVID-19 pandemic. This is accomplished by training teachers to best understand the priority of standards to reduce unnecessary classroom instruction on non-priority standards which will in turn allow for more time to focus on closing skill gaps and presenting standards not mastered due to pandemic learning loss. Students have learning loss due to a lack of time spent receiving instruction. This training will allow us to create additional time to close those skill gaps. This training was provided for 3.5 days of in person professional learning, as well as, some on demand PD for those not able to attend due to COVID absences. We had 72 certified teachers participate in this training during the past school year. The upcoming training for teachers during the 22-23 school year will be to review goals and targets for units of study, creating student friendly learning targets, determining why I am teaching this and the creation of unit progressions. We plan to have 2 days of Brilliance Project training in 22-23 for 72 teachers.

Kansas CommonApp (2020)

3125-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



MjZnmroX

437_Auburn-Washburn_ESSER II Plan_Change

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Auburn Washburn USD 437
Applicant / Mailing Address	
5928 SW 53rd St	
Topeka, KS 66610	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Brett Bauer
Applicant / Email Address of Owner, CEO, or Executive Director	bauerbre@usd437.net
Applicant / Phone Number	7853394040

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

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

Application details

Full District Name	Auburn-Washburn
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District Number		437
Mailing Address Street Address		5928 SW 53rd St.
Mailing City		Topeka
Mailing Address Zip Code		66610
Authorized Representative of the District Name		Dr. Scott McWilliams
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		mcwilsco@usd437.net
Authorized Representative of the District Phone Number		+17853394030
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		turnekim@usd437.net
Other District Representative 2 Email Address		bauerbre@usd437.net

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

Throughout the 2020-21 school year our District has implemented three different models that followed changing community guidelines: in-person, hybrid and fully remote. Families had the option of choosing the format that met their needs. Each change required modifications to staffing, schedules, classrooms, furniture and curriculum. Students experienced up to four significant changes. Technology, planning, professional development, curriculum revision, assessment procedures, and personnel have been impacted above and beyond ESSER 1.

Preliminary screening of student achievement does not show widespread learning loss. Assessment scores are not yet finalized but initial review indicates that there are some grade levels in some schools that may have been impacted to a greater degree. Student achievement will be available as the assessment windows close.

Anecdotal observations regarding specific populations suggest some impacts. Many families of EL students chose remote learning this year. That choice has impacted the students' exposure to conversational English. Students with moderate and significant disabilities did not respond well to remote learning during the spring of 2020 so provisions were made to have those students attend in person. The achievement data for students living in the foster care system and who experience poverty will be analyzed when it is available.

Finally, the spring 2020 school closure and the 2020-21 disruptions have created increased social-emotional needs for many students PreK - 12. The reliance on technology required in both school and home settings has also created challenges for staff, students, and families. Additional technology staff and support were needed to meet these needs.

Does the district have remaining ESSER I funding that it has not yet		No
----------------------------------------------------------------------	--	----

spent as of the date of ESSER II application submission?

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

ESSER II funds will primarily be used to hire additional staff to provide direct services to students and to optimize the master schedule and free up time for classroom teachers to be able to reteach or remediate skill deficits in small flexible groups. Instructional coaching specifically in the area of reading will be added to existing resources at the middle school. Support for elementary students' social/emotional needs will be added at four elementary schools. Case management supports will be expanded at the high school for students considered to be at-risk.

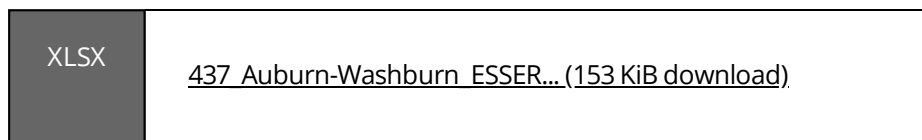
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Progress monitoring systems are already in place to determine the effectiveness of interventions. Current systems will be used to track the progress of students receiving services.

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 | Scott McWilliams

Date | 05/07/2021

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

USD	District N	Data as of
437	Auburn W	8/18/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
437-1-001-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Positions are being added in three large elementary schools to support the social/emotional and behavioral needs of students as they return to school in response to increased internalizing and externalizing behaviors. These positions will also work with teachers to implement school-wide and classroom supports for students.	\$ 210,250	\$ -	\$ 210,250	\$ -	\$ -	59-1000-50131-021	Change Request was approved for \$200,000 SFY 2021.
437-1-002-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	**Change Request** Was originally approved for \$105,600. Positions are to be added at the high school level to increase the capacity of the REACH program, which is designed to offer additional support for 9th and 10th graders. Case management, academic planning, tutoring and monitoring, increased parent collaboration and individual goal setting are incorporated into the school day for these students. Hybrid and remote learning environments due to the pandemic have resulted in more students needing support.	\$ 91,179	\$ -	\$ 91,179	\$ -	\$ -	59-1000-50137-021	Change Request: Previously approved for \$105,600 SFY 2022. Number of positions to be added; Applicant responded via email: 2 certified FTE positions to provide additional supports for At Risk students transitioning to high school.
437-1-003-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	**Change Request** Was originally approved for \$105,600. Positions to be added at the middle school will provide direct instruction in Math and Reading to students who are experiencing learning gaps as a result of disruptions due to the pandemic.	\$ 85,922	\$ -	\$ 85,922	\$ -	\$ -	59-1000-50138-021	Change Request: Previously approved for \$105,600 SFY 2022. Number of positions to be added; Applicant responded via email: 2 certified FTE to provide instructional and behavioral coaching.

437-1-004-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	**Change Request** Was originally approved for \$158,400. Positions are to be added at the elementary level to increase staffing for Art to 1.0 FTE in each elementary school. The additional staff will facilitate another rotation of elective courses for all students K-6. The result of these master scheule changes will be that there will be a time in the school day for all students to receive teacher direct instruction that either re-teaches or extends learning objectives. Flexible small groups will be available to provide strategic supports based on achievement data.	\$ 166,725	\$ -	\$ 166,725	\$ -	\$ -	59-1000-50139-021	Change Request: Previously approved for \$158,400SFY 2022. Number of positions to be added and how it relates to COVID-19; Applicant responded via email: 3.5 additional certified art teachers (new staff). Students will receive additional instruction from their classroom teacher when additional art time is added to the schedule. Additional Clarification: Finding time in the school day for classroom content experts to provide direct remediation and enrichment to all students in targeted, small, flexible groups will be accomplished by hiring 3.5 FTE of additional staff to deliver additional humanities rotations. While some of the students in a grade level are in an art class, their classmates can be with their classroom teacher. On a rotation, this will provide equitable access to meaningful remediation/enrichment, additional engagement in appreciation of the humanities that is especially important to students in our community who might not otherwise have exposure to the arts while allowing certified teachers to provide more focused Tier 1 instruction.
437-1-005-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	**Change Request** Was originally approved for \$98,000. Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 168,096	\$ -	\$ 168,096	\$ -	\$ -	59-1000-50141-021	Change Request: Previously approved for \$98,000 SFY 2022. Number of positions, students and duration; Applicant responded via email: 85 certified FTE and 1,890 students. Program offered June 2 to July 1, 2021.
437-1-006-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Our district transitioned grade 7-12 students from Phase 2 Hybrid to Phase 3 Onsite on March 12, 2021, for the remaining of the 2020-21 school year. In Phase 2 Hybrid, only students needing intervention attended schools on Wednesdays. In Phase 3 Onsite, all students attend every school day (including Wednesdays). With Wednesday student intervention time being removed from the calendar for middle and high school students, middle and high school teachers were compensated three hours per week at \$35.00 per hour to provide student intervention to students in need of before and/or after school hours.	\$ 227,410	\$ 227,410	\$ -	\$ -	\$ -	59-1000-50142-021	Change Request was approved for \$231,000 in SFY 2021
437-1-007-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	When a teacher or support staff member provides approved, organized and structured learning opportunities to address social-emotional or academic deficiencies or needs caused or influenced by the COVID-19 environment, the employee will be paid \$35.00 per hour (average hourly rate of pay for an Auburn-Washburn certified staff member).	\$ 45,474	\$ 45,474	\$ -	\$ -	\$ -	59-1000-50143-021	Change Request was appvoed for \$92,000 in SFY 2021. Information beyond the contract time; Applicant responded via email: This is tutoring provided beyond the duty day to students experiencing learning loss due to COVID-19 for the 2020-2021 school year.
437-1-008-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	**Change Request** Was originally approved for \$19,700. Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 11,948	\$ -	\$ 11,948	\$ -	\$ -	59-1000-50198-021	Change Request: Previously approved for \$19,700 SFY 2022. staff and student numbers; Applicant responded via email: 9 paraprofessionals and 1,890 students. Program offered June 2 to July 1, 2021.
437-1-009-20220913	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	**Change Request** Was originally approved for \$4,200. Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 10,800	\$ -	\$ 10,800	\$ -	\$ -	59-2410-50120-021	Change Request: Previously approved for \$4,200 SFY 2022

437-1-010-20220913	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	**Change Request** Was originally approved for \$77,100. With the further adoption of technology to support students as a result of COVID-19 to make technology universally available, our district has realized an increased need for technology support. We are adding a network specialist and a computer technician. The increased number of devices supported by the district has exceeded the ability for current staff to support. Additional staff allows the district to return to pre-COVID numbers.	\$ 79,891	\$ -	\$ 79,891	\$ -	\$ -	59-2840-50152-021	Change Request: Previously approved for \$77,100 SFY 2022
437-1-011-20220913	Eligible	Direct Allocation	Building Improvements	Purchased Property Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	**Change Request** Was originally approved for \$250,000. The health office is being remodelled to add separate supervision rooms for male and female students who are ill in school. Utilization increased significantly due to COVID-19.	\$ 261,986	\$ -	\$ 261,986	\$ -	\$ -	59-4700-50720-021	Change Request: Previously approved for \$250,000 SFY 2022
437-1-012-20220913	Eligible	Direct Allocation	Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	**Change Request** Was originally approved for \$63,000. Explanations provided with salary account lines.	\$ 49,715	\$ 4,088	\$ 45,627	\$ -	\$ -	59-1000-50213-021	Change Request: Previously approved for \$63,000 SFY 2022
437-1-013-20220913	Eligible	Direct Allocation	Central Services	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	**Change Request** Was originally approved for \$12,600. Explanations provided with salary account lines.	\$ 6,678	\$ -	\$ 6,678	\$ -	\$ -	59-2840-50213-021	Change Request: Previously approved for \$12,600 SFY 2022
437-1-014-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	**Change Request** Was originally approved for \$78,070. Explanations provided with salary account lines.	\$ 100,112	\$ 20,641	\$ 79,471	\$ -	\$ -	59-1000-50220-021	Change Request: Previously approved for \$24,710 SFY 2021 and \$53,360 SFY 2022
437-1-015-20220913	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	**Change Request** Was originally approved for \$320. Explanations provided with salary account lines.	\$ 826	\$ -	\$ 826	\$ -	\$ -	59-2410-50220-021	Change Request: Previously approved for \$320 SFY 2022

437-1-016-20220913	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	**Change Request** Was originally approved for \$5,900. Explanations provided with salary account lines.	\$ 6,029	\$ -	\$ 6,029	\$ -	\$ -	59-2840-50220-021	Change Request: Previously approved for \$5,900 SFY 2022
437-1-017-20220913	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	**Change Request** Was originally approved for \$1,030. Explanations provided with salary account lines.	\$ 2,067	\$ 634	\$ 1,432	\$ -	\$ -	59-1000-50250-021	Change Request: Previously approved for \$320 SFY 2021 and \$710 SFY 2022
437-1-018-20220913	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Explanations provided with salary account lines.	\$ 74	\$ -	\$ 74	\$ -	\$ -	59-2840-50250-021	Approved at the 6/9/2021 State Board Meeting.
437-1-019-20220913	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	**Change Request** Was originally approved for \$26,000. Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 37,940	\$ -	\$ 37,940	\$ -	\$ -	59-2720-50185-021	Approved at the 6/9/2021 State Board Meeting. Number of staff members; Applicant responded via email: 23 bus drivers running 23 summer program routes. Program offered June 2 to July 1, 2021.
437-1-020-20220913	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	**Change Request** Was originally approved for \$1,990. Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 2,801	\$ -	\$ 2,801	\$ -	\$ -	59-2720-20220-021	Change Request: Previously approved for \$1,990 SFY 2022
437-1-021-20220913	Eligible	Direct Allocation	Instruction	Office	11A. Planning and implementing summer learning or enrichment programs	**New Item** Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 14,080	\$ -	\$ 14,080	\$ -	\$ -	59-1000-50611-021	New Line Item

437-1-022-20220913	Eligible	Direct Allocation	Maintenance of Buildings	Rentals	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	**New Item** Removal and offsite storage of extraneous classroom furniture in a rented warehouse facility allowed the district to maximize the square footage available for social distancing as well as reduce potential surfaces for virus accumulation.	\$ 38,177	\$ 7,500	\$ 30,677	\$ -	\$ -	59-2620-50440-021	New Line Item
437-1-023-20220913	Eligible	Direct Allocation	Office of the Principal Services	0	11A. Planning and implementing summer learning or enrichment programs	**New Item** Explanations provided with salary account lines.	\$ 10	\$ -	\$ 10	\$ -	\$ -	59-2410-50250-021	New Line Item
437-1-024-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	**New Item** Teacher stipends continued into the 2021-2022 academic year to continue to compensate certified educators for additional planning for curricular programs, targeted instructional groups for remote students transferring in or returning to school based on parents' discretion. These activities were in addition to or expected at a pace that is more robust than a typical academic year, driven by data measuring learning loss. In addition, as students continued to face quarantines based on Shawnee County Health Department Guidelines, teachers were responsible for live streaming and creating additional platforms for access to learning.	\$ 327,520	\$ -	\$ 327,520	\$ -	\$ -	59-1000-50144-021	New Line Item; Applicant provided additional information via email: See attached templates with stipulations for each stipend payment that were signed and returned by certified staff. 12/3/2021 - 527 \$400; 5/26/22 - 533 \$400
437-1-025-20220913	Eligible	Direct Allocation	Instruction	Office	11A. Planning and implementing summer learning or enrichment programs	**New Item** Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 375	\$ 375	\$ -	\$ -	\$ -	59-1000-50613-021-00	New Line Item

Kansas CommonApp (2020)

3345-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XXvkLeeX

470_Arkansas City_ESSER II Plan_08232022

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 | Will Pfannenstiel

Applicant / Mailing Address

| 2545 Greenway Rd.
| Arkansas City, KS 67005

Applicant / First and Last Name of Owner, CEO, or Executive Director | William R Pfannenstiel

Applicant / Email Address of Owner, CEO, or Executive Director | will.pfannenstiel@usd470.com

Applicant / Phone Number | 6204412000

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) | 486005443

Applicant / Website Address (if applicable) | usd470.com

Application details

Full District Name		Arkansas City Public Schools
District Number		470
Mailing Address Street Address		2545 Greenway
Mailing City		Arkansas City
Mailing Address Zip Code		67005
Authorized Representative of the District Name		William Pfannenstiel
Authorized Representative of the District Position or Title		Assistant Superintendent
Authorized Representative of the District Email Address		will.pfannenstiel@usd470.com
Authorized Representative of the District Phone Number		+16204412000
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		sue.mcgowan@usd470.com
Other District Representative 2 Email Address		braden.smith@usd470.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.

USD 470 Arkansas City Public Schools is located in Cowley County and has a current enrollment of 2777 PreK-12th grade students of which 57% qualify for free or reduced meal prices. From September 9, 2020 - April 23, 2021, USD 470 students attended school n a remote learning format, a hybrid learning format, and onsite. During these periods of remote and hybrid learning, USD 470 students and teachers used distance learning as effectively as possible and improved throughout the process but, as data has indicated, cannot replace onsite, in-person learning. The long duration of remote and hybrid learning has created learning loss for all students, especially those with disabilities, English Language Learners, foster care students, and students of poverty. USD 470 also recognizes a major impact on the social and emotional health of both our students and many of our staff members. USD 470 plans to increase instructional time to address this learning loss and social-emotional health by providing extended learning through both summer school, increasing personnel, making changes to the curriculum, incorporating new and renewed software packages, and providing increased professional development. USD 470 will take strides to increase social distancing and continue to maintain a high level of sanitation and personal protective equipment.

Does the district have remaining ESSER I funding that it has not yet		No
----------------------------------------------------------------------	--	----

spent as of the date of ESSER II application submission?

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

The COVID 19 pandemic has created a need in USD 470 to extend the learning opportunities for our students and put into place improved curricula that is better suited for multiple modes of learning and instruction and addresses the social and emotional needs of students. The following are our areas of focus to address and make up for lost learning opportunities. Summer Learning - We are requesting funds to provide new opportunities for the students of our district that are focused on learning recovery. These funds would cover the total expense of summer school including resources, fees, utilities, and salaries for summer school teachers, counselors, teacher aides (SAs), administrators, bus drivers, and secretaries.

Curriculum and Personnel - This districtwide implementation of curriculum and professional development will require funds that are not available in the course of a normal budget cycle. In addition to curriculum focuses on math, reading, and social-emotional health, the district wishes to add additional teaching and administrative personnel for the 2021-22 school year to increase social distancing and more effectively meet the needs of students by providing additional one on one and small group instruction as well as support for the social and emotional needs of students. These funds will include literacy support services for professional development.

Communication - Communication with student families and the community is an area where USD 470 can make a vast improvement. During the pandemic, it became evident that communications, especially in the area of ESL homes, was a challenge. We are therefore requesting funds for an app called Talking Points that will allow for more effective translation in communications.

USD 470 wants to extend a thank you for your time and efforts in reviewing this application and assisting us in funding our plan to make a difference in the lives of students.

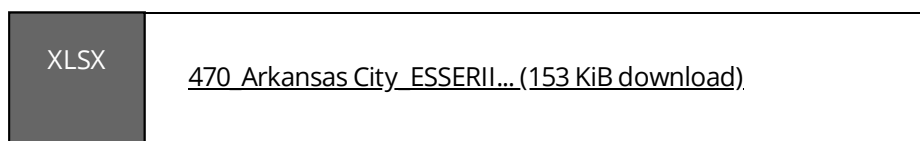
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will use both formal and informal assessment data to steer students toward extended learning opportunities such as summer school and areas where PD is needed. These extended learning activities will range from a summer school enrichment model, to camps, band classes, and credit recovery. For communications, the district is basing the need for a new communicative app for use in communicating with families and the community.

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

| Will Pfannenstiel

Date

| 08/22/2022

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

USD	District Name	Data as of
470	Arkansas City	8/29/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
470-1-001-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST. 8.23.2022 Change amounts in FY22 and FY 23. CHANGE REQUEST: (Additional funds for an additional year and a reduction from the originally requested 6 teaching positions to 5 teaching positions.)We plan to add 6 teaching staff in order to reduce class sizes for COVID-related safety particularly in times when teacher absences are impacting students in the classroom. This increase would be spread across the district, adding one staff member per attendance center. Teachers would focus on literacy and math supports in order to provide additional individual and small group instruction. These supports would focus on the recovery of lost learning resulting from the impact of the COVID 19 pandemic. Clarification Email addition: These new teacher positions will not go into plae until the 2021-22 school year.	\$ 308,515	\$ -	\$ 148,515	\$ 160,000	\$ -	003-13690	Change Request: previously approved for \$292,200 SFY 2022 and \$242,000 SFY 2023
470-1-002-20220913	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST 8.23.2022: Change amounts in FY22 and FY23. CHANGE REQUEST: (Additional funds for an additional year.) These funds will cover the social security portion of the 6 additional staff members needed to increase social distancing and provide increased individual and small group instruction for literacy and math supports.	\$ 23,773	\$ -	\$ 11,273	\$ 12,500	\$ -	003-13870	Change Request: previously approved for \$22,950 SFY 2022 and 2023

470-1-003-20220913	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	<p>CHANGE REQUEST 8.23.2022 Change amounts in FY22 and FY23</p> <p>CHANGE REQUEST: (Additional funds for an additional year.)</p> <p>USD 470 plans to hire 1.5 additional assistant principals for the elementary (1) and middle school (.5) levels to increase social distancing and better address student academic, physical, and mental health needs. These positions are necessary due to the increased logistical requirements as well as an anticipated increase in enrollment and a need to more rapidly respond to emotional trauma resulting from the COVID 19 pandemic.</p> <p>Clarification Email: The addition of 1.5 assistant principals in USD 470 can be broken into three areas that directly correlate with needs created by the COVID 19 Pandemic and the state, local, and our school districts' response.</p> <p>1. Assistant principals will be added to focus on learning recovery due to losses suffered due to the pandemic. This includes coverage of extended learning opportunities provided to students both during the summer and during the school year. These positions, in addition to areas 2 and 3, will be highly critical in providing professional development of teachers, in providing supervision for students, and maintaining positive learning environments in their assigned buildings.</p> <p>2. Due to the pandemic, USD 470 has and continues to increase the number of personnel in the buildings where these assistant principals will be assigned. With additional personnel, comes the need for additional supervisory functions and a need for increased personnel to handle these duties and responsibilities. The management and instructional leadership of buildings must be maintained as they grow and the pandemic has lead to increases in both classified and certified positions.</p>	\$ 234,885	\$ -	\$ 112,885	\$ 122,000	\$ -	003-14530	Change Request: previously approved for \$80,000 SFY 2022 and 2023
470-1-004-20220913	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	<p>CHANGE REQUEST 8.23.2022 Change amounts for FY22 and FY23.</p> <p>CHANGE REQUEST: (Additional Funds for an additional year.)</p> <p>These funds will cover the social security portion of the 1.5 additional assistant principals needed to increase social distancing and provide logistical and reponse to emotional trauma.</p>	\$ 18,082	\$ -	\$ 8,582	\$ 9,500	\$ -	003-14650	Change Request: previously approved for \$5,523 SFY 2022 and 2023
470-1-005-20220913	Eligible	Direct Allocation	Support Services - School Administration	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	<p>CHANGE REQUEST 8.23.2022: Change amounts in FY22 and FY23.</p> <p>CHANGE REQUEST: (Additional funds for an additional year.)</p> <p>These funds will cover the health insurance portion of the additional positions.</p>	\$ 14,227	\$ -	\$ 6,727	\$ 7,500	\$ -	003-14620	Change Request: previously approved for \$6,570 SFY 2022 and 2023

470-1-006-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	CHANGE REQUEST 8.23.2022: Change amount in FY22. USD 470 plans to implement equity and inclusion initiatives in the district. The addition of the Talking Points app and other communication tools allow for the district, buildings, and teachers to communicate more effectively with non-English speaking parents and community members. Family engagement and support activities are being planned to assist families as well. Communication with specific subgroups was a challenge during remote and hybrid learning. The Talking Points app will further assist the district in providing social and emotional support to all. Clarification Email: The Talking Points app is focused on strengthening the connection between teachers and families, especially in low-income, non-English speaking households. Due to COVID 19, the district quickly learned that our connectivity and communications in these households was a barrier to learning that presented a challenge to overcome. We know that distance learning can not work without strong teacher-family communications which need to overcome language barriers. Through CARES-SPARK the district was successful in greatly increasing our connectivity, leaving a focus on communication. Our district plan has a focus on strengthening these communicative areas for future distance learning scenarios, such as additional remote and hybrid learning brought on by possible new variants of COVID 19 or other instances that would require a move toward other learning models.	\$ 17,250	\$ -	\$ 17,250	\$ -	\$ -	003-13960	Change Request: previously approved for \$21,000 SFY 2022
470-1-007-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	CHANGE REQUEST 8.23.2022 Change amount for FY22. CHANGE REQUEST: (Amount Requested) We plan to purchase a core curriculum resource for structured literacy and social-emotional learning. The resources currently in use are not sufficient to adaptively assess and address individual student intervention programs or the needed structured recovery of making up for learning lost during the COVID 19 Pandemic. Amendment: Since the original submission of this plan the district, through the use of a committee made up of teachers from all grade levels, recommended the adoption of CKLA Amplify - a structured literacy approach built on the science of reading which sequences deep content knowledge with explicit, systematic instruction in foundational skills; requires no supplementation in phonemic awareness, phonics; digital hub, audio books, print and e-readers available. The USD 470 Board of Education has approved this adoption.	\$ 391,509	\$ -	\$ 391,509	\$ -	\$ -	003-13960	Change Request: previously approved for \$300,606 SFY 2022
470-1-008-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	CHANGE REQUEST 8.23.2022: Change amount requested for FY22. The social-emotional needs of students are in need of a systematic approach throughout the district. We are planning to purchase and implement a SEL curriculum to address student needs. This will involve the professional development of staff and contract services for mental health counseling for students.	\$ 38,478	/;	\$ 38,478	\$ -	\$ -	003-13960	Change Request: previously approved for \$35,000 SFY 2022

470-1-009-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST 8.23.2022: Change amount requested for FY22. CHANGE REQUEST: (Requesting the use of the remaining approved funds for use in FY 23.) Summer Extended Learning: Used to pay for additional salaries/expenses for staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Teaching Personnel required (All Levels) - Teachers (34), Coordinator (1), Counselors (2).	\$ 222,427	\$ -	\$ 222,427	\$ -	\$ -	003-13690	Change Request: previously approved for \$152,628 SFY 2022
470-1-010-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST 8.23.2022: Change amount requested for FY22. CHANGE REQUEST: (Requesting the use of the remaining approved funds for use in FY 23.) Summer Extended Learning: Used to pay for additional salaries/expenses for non certified staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0), Non-certified Personnel required: Student Assistant Team members and bilingual aides (24).	\$ 44,434	\$ -	\$ 44,434	\$ -	\$ -	003-13840	Change Request: previously approved for \$48,114 SFY 2022
470-1-011-20220913	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST 8.23.2022: Change amount requested for FY22 and FY23. CHANGE REQUEST: (Additional funding for an additional year.) Summer Extended Learning: Used to pay for additional salaries/expenses for administrative staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Elementary Administrative Personnel required (3).	\$ 25,227	\$ -	\$ 10,340	\$ 14,887	\$ -	003-14530	Change Request: previously approved for \$12,618 SFY 2022 and 2023
470-1-012-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST 8.23.2022: Change amount requested for FY22. CHANGE REQUEST: (Requesting the use of the remaining approved funds for use in FY 23.) Summer Extended Learning: Used to cover additional learning materials, Greenbush camp fees, and PPE/sanitation supplies associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 11,456	\$ -	\$ 11,456	\$ -	\$ -	003-13960	Change Request: previously approved for \$18,575 SFY 2022
470-1-013-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Energy	11A. Planning and implementing summer learning or enrichment programs	NO CHANGE 8.23.2022 CHANGE REQUEST: (Additional funding for an additional year.) Summer Extended Learning: Used to cover additional utilities associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 12,130	\$ -	\$ 6,065	\$ 6,065	\$ -	003-14740	Approved at the 12/14/2021 State Board Meeting

470-1-014-20220913	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST 8.23.022: Change amounts for FY22 and FY23. CHANGE REQUEST: (Additional funding for an additional year.) Summer Extended Learning: Use to offset additional salaries for transportation personnel (Drivers) associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 78,967	\$ -	\$ 48,967	\$ 30,000	\$ -	003-14830	Change Request: previously approved for \$15,000 SFY 2022 and \$22,000 2023
470-1-015-20220913	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST 8.23.2022: Change amount requested for FY22. Greenbush Literacy Support Services Clarification Email: USD 470 is a district where 56% of students qualify for free or reduced meals. The high number of students qualifying correlates to the deficits in literacy that the district has made great strides in overcoming. Due to and during the COVID 19 Pandemic, USD 470, while teaching in remote and hybrid formats, found that pedagogical constructs were less successful in filling these learning gaps. In many cases our data reflects that there actually are increases in the learning gaps for many students created by the loss of quality on-site instruction time with teachers. Filling the learning gaps of our students will require additional instruction time, new resources, and supports going forward. The Greenbush Literacy Support Service will support literacy instruction and provide literacy resources for educators and families. Resources provided include: instructional coaching and support, literacy resources for educators, and literacy resources for families with a goal of engaging families in joining the process, sharing family literacy data, and empowering families as readers.	\$ 77,500	\$ -	\$ 47,500	\$ 30,000	\$ -	003-13930	Change Request: previously approved for \$30,000 SFY 2022 and 2023
470-1-016-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1B. Any activity authorized by the Individuals with Disabilities Education Act.	NO CHANGE 8.23.2022: NEW ITEM: Additional Special Education Teacher (.5) for Arkansas City High School (request for an additional year of funding.) This position is needed as a result of COVID 19 and is tied to social distancing mitigation efforts and distancing large case loads. Fifty percent of this teachers salary comes from USD 470 with the other 50% coming from the Cowley County Special Education Cooperative run through USD 465.	\$ 48,000	\$ -	\$ 24,000	\$ 24,000	\$ -	03-1369	Approved at the 12/14/2021 State Board Meeting
470-1-017-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST 8.23.2022: Change amount requested for FY22. NEW ITEM: Due to the impact of COVID 19 during the Spring 2020 - Spring 2021 semesters, USD 470 students have experienced a significant loss of learning as evidenced by both NWEA MAP and state assessment data. This impact has brought forth the need to make up for this 'learning loss' by increasing the amount of instructional time available to students. In addition to the Summer School Programs during the Summer of 2021 and planned for the Summer of 2022, USD 470 has chosen to adopt 5 additional days to its schedule for the 2021-22 school year. One of these days has been added as an additional Professional Development day and 4 of the additional days have been added to the calendar as Student Contact/Instruction Days.	\$ 358,777	\$ -	\$ 358,777	\$ -	\$ -	03-1369	Change Request: previously approved for \$478,369 SFY 2022
470-1-018-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST 8.23.2022: Change amount requested for FY22. NEW ITEM: Due to the impact of COVID 19 and the increased demands placed on school nurses, USD 470 has added an additional full time nursing position and two health aide positions for the 2021/22 and 2022/23 school years.	\$ 95,117	\$ -	\$ 45,117	\$ 50,000	\$ -	03-1369	Change Request: previously approved for \$50,000SFY 2022 and 2023

470-1-019-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST 9.23.2022: Change amount requested for FY22 and FY23. NEW ITEM: After School Program: Used to pay for additional salaries/expenses for certified staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading of new content and reteaching of skills due to learning loss as experienced due to the COVID 19 Pandemic.	\$ 117,438	\$ -	\$ 59,984	\$ 57,454	\$ -	03-1369	Change Request: previously approved for \$117,437 SFY 2022
470-1-020-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST 8.23.2022: Change amount requested for FY22 and FY23. NEW ITEM: After School Program: Used to pay for additional salaries/expenses for classified staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading and reteaching of skills due to learning loss associated with and due to the COVID 19 Pandemic.	\$ 24,476	\$ -	\$ 10,383	\$ 14,093	\$ -	03-1384	Change Request: previously approved for \$24,476 SFY 2022. This was split up between two years
470-1-021-20220913	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST 8.23.2022: Change amount requested for FY22 and FY23. NEW ITEM: After School Program: Used to pay for additional salaries/expenses for transportation staff associated with the After School Program including the social security contribution. The After School Program will target students for both the front loading and reteaching of skills due to learning loss associated with and due to the COVID 19 Pandemic. The After School Program will create additional bus routes for students at later than regular times.	\$ 11,001	\$ -	\$ 3,284	\$ 7,717	\$ -	03-1483	Change Request: previously approved for \$11,000 SFY 2022
470-1-022-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	NO CHANGE 8.23.2022 NEW ITEM: Reimbursement for the Tutor Me subscription license. Tutor Me is a web based software application which provides online and telephone support for students outside the normal school hours. This program allows for students to call in for assistance on homework and meets the varied schedule of families and students. This application serves as an additional support and tool in replacing learning lost due to the COVID 19 Pandemic.	\$ 53,964	\$ -	\$ 53,964	\$ -	\$ -	03-1396	Approved at the 12/14/2021 State Board Meeting
470-1-023-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST 8.23.2022: Amount requested or FY22. NEW ITEM: Premium pay for 5 registered nurses employed by USD 470 to cover the additional hours worked during the Fall 2021 semester outside their normal contract day.	\$ 2,692	\$ -	\$ 2,692	\$ -	\$ -	03-1369	Change Request: previously approved for \$2,500 SFY 2022

470-1-024-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW REQUEST 8.23.2022: Retention pay for teachers for the 2022-23 school year. The COVID 19 Pandemic has made it even more difficult for Kansas school districts to retain teachers in rural settings. Retention pay will be paid to teachers in the months of November and March during the 2022-23 school year in an effort to show the districts appreciation for their work and for the purpose of retention. This is in addition to paying teachers for increased time added to the school day for the 2022-23 school year.	\$ 300,996	\$ -	\$ -	\$ 300,996	\$ -	003-1369	New Line Item. As per district: projected number is 250 certified employees. This number may increase if remaining positions are filled.
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Kansas CommonApp (2020)

3344-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



MeWjRjxN

508_Baxter Springs_ESSER II Plan_0817

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 508

Applicant / Mailing Address

| 1108 Military Ave
| Baxter Springs, KS 66713

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

Applicant / Email Address of Owner, CEO, or Executive Director | penderd@usd508.org

Applicant / Phone Number | 620-856-2375

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

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

Application details

Full District Name | Baxter Springs

District Number | 508

Mailing Address Street Address	1108 Military Ave
Mailing City	Baxter Springs
Mailing Address Zip Code	66713
Authorized Representative of the District Name	David Pendergraft
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	penderd@usd508.org
Authorized Representative of the District Phone Number	+16208562375
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	oakesc@usd508.org

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

We have seen a large reduction in credits earned at the high school for students who chose to switch their learning instruction model from face-to-face to our virtual program. We did note that we had a large percentage of Free Lunch students choose to enroll in our virtual program (over 90%) as opposed to opt for regular face-to-face instruction (76 out of 82). Historically, we have had a small group of students enrolled in our virtual program with a high percentage of them obtaining their diploma. The first semester saw a drastic reduction in credits earned by those virtual students. Extended school year and after-school opportunities will be necessary over the next few years to get these students caught up with their cohorts. We haven't been able to determine the full extent of the learning loss for our full time remote students at the elementary level simply because we still do not have those students in school day to day yet (around 30 in grades K-6). Those students may be completing assignments, but it is difficult to determine how much support they needed and also what other social skills have been hindered due to limited access to other students. Extended year plans for those students will be vital in making those determinations on what additional supports will be needed.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

USD 508 will address learning loss and other impacts of the Coronavirus to the district thru extended year and extended day programs along with a new social emotional curriculum. Students who have chosen a remote learning environment for the 2020-21 school year have not progressed as those who chose face to face. Virtual and remote students did not progress as well as those face to face. An additional Reading Specialist for grades 7-12 will be hired to work with students using Really Great Reading as a guide. Additional technology will be purchased for classroom use by staff and to send home with students to help provide extend time for students who need it most and to provide for remote instruction if outbreaks occur within the district. Summer school opportunities will be offered in each building. New heating and air units will also be installed to help maximize the benefits of the i-wave technology purchased for all air ducts in the system. Replacing old carpet that becomes difficult to sanitize properly with new small carpet tiles allow for better cleaning and also allows for

removing small sections of contaminated areas without having to replace the entire room. We will also continue the employment of a Medical Assistant. The district will also use Panorama to help track data on SEL. We are hoping this can also help with additional interventions for students during distance learning as well. After school tutoring will be provided in each building.

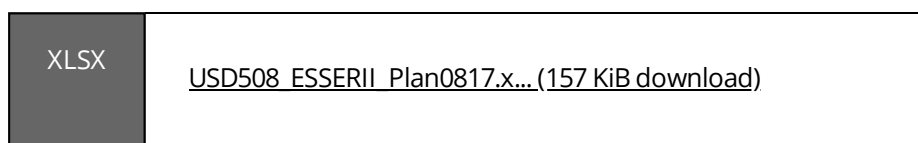
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We're hoping to help students at the HS level in their credit recovery and help maintain a 90% or better graduation rate. We will also progress monitor all of our students in K-12 in the subject of reading with the new district wide implementation of Really Great Reading. Using our Title teachers and newly formed Reading Intervention Specialist at the HS we will benchmark our students consistently to be able to show improvements in that area. Currently, we use the Second Step curriculum for our elementary students, which has been great foundational skills for SEL, but counselors feel it lacks in the tracking of student progress. The combined curriculum of Panorama in the K-12 setting will help us accurately gauge the SEL needs in our schools. Panorama will also allow us to input MTSS Reading and Math scores, which will help teachers and admins in the SIT process for students.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.

- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature | Carrie Oakes

Date | 08/17/2022

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

USD	District Name	Data as of
508	Baxter Springs	8/29/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
508-1-001-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School/Credit Recover/Enrichment Activities for Middle School and High School. (4teachers x 3 hours/day x \$35/hour x 32 days)	\$ 16,167	\$ 16,167	\$ -	\$ -	\$ -	96100	Change Request- Was approved for \$14,468 in SFY 2021
508-1-002-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School program for Grades K-6. (10 teachers x 4.5 hours/day x \$35/hour x 23 days)	\$ 50,209	\$ 50,209	\$ -	\$ -	\$ -	96100	Change Request- Was approved for \$38,996 in SFY 2021
508-1-003-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Reading Intervention Specialist in charge of Reading MTSS for Grades 7-12.	\$ 51,440	\$ 51,440	\$ -	\$ -	\$ -	96100	Change Request- Was approved for \$72,732 in SFY 2021 and \$72,732 in SFY 2022
508-1-004-20220913	Eligible	Direct Allocation	Instruction	Equipment	12. Addressing learning loss among students, including vulnerable populations	Really Great Reading Curriculum, grades K-12, for MTSS	\$ 11,498	\$ 11,498	\$ -	\$ -	\$ -	96161	Approved at 6/9/2021 State Board Meeting
508-1-005-20220913	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To maximize the consistency of students being able to access educational resources and instructional support during the school day and from home and to minimize the impact of learning loss due to the COVID-19 pandemic, we need to replace some of our outdated and inefficient instructional technology for students by acquiring 400 ipads, 400 covers, and 8 charging stations.	\$ 250,821	\$ 250,821	\$ -	\$ -	\$ -	96161	Change Request-Was approved for \$137,050 in SFY 2021

508-1-006-20220913	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	District Wide summer institute professional development for Really Great Reading (all staff, including support). Two days training, \$200/day.	\$ 42,063	\$ 42,063	\$ -	\$ -	\$ -	96130	Change Rrequest- Was approved for \$51,672 in SFY 2021
508-1-007-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replacement of 20 old HVAC units within the district to help utilize the iWave technology.	\$ 75,034	\$ 75,034	\$ -	\$ -	\$ -	96162	Approved at 6/9/2021 State Board Meeting
508-1-008-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Replace old carpet in rooms that are difficult to sanitize	\$ 94,795	\$ 94,795	\$ -	\$ -	\$ -	96162	Approved at 6/9/2021 State Board Meeting
508-1-009-20220913	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Platforms for communication and distance learning needed for remote students who have to quarantine due to exposure to COVID. This includes Seesaw (K-6) and Canvas (7-12).	\$ 65,160	\$ 65,160	\$ -	\$ -	\$ -	96161	Change Request was approved for \$13,000 in SFY 2021 annd \$13,000 in SFY 2022
508-1-010-20220913	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We need to obtain a Zoom subscription to have the ability to meet remotely in large groups such as teacher meetings, board meetings, parent meetings and general classroom education due to COVID-19.	\$ 605	\$ 605	\$ -	\$ -	\$ -	96161	Approved at 6/9/2021 State Board Meeting

508-1-011-20220913	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies and PPE.	\$ 2,507	\$ 2,507	\$ -	\$ -	\$ -	96162	Approved at 6/9/2021 State Board Meeting
508-1-012-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program to address learning loss - Two teachers per building, 1 hour/day, \$35/hour, 120 days	\$ 26,056	\$ 26,056	\$ -	\$ -	\$ -	96100	Approved at 6/9/2021 State Board Meeting
508-1-013-20220913	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Rental of portable staging to provide graduation ceremonies outside for social distancing.	\$ 1,928	\$ 1,928	\$ -	\$ -	\$ -	96160	Approved at 6/9/2021 State Board Meeting
508-1-014-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school program for Grades K-6. (4 paras x 4.5 hours/day x \$25/hour x 23 days)	\$ 5,817	\$ 5,817	\$ -	\$ -	\$ -	96131	Change Request was approved for \$11,142 in SFY 2021
508-1-015-20220913	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We need to acquire fifty-two 70-inch smart high-definition televisions to directly address and maximize student engagement and viewability for all students. Additionally, these televisions have a clearer, sharper, and better picture to maximize engagement and learning for when teachers provide instruction remotely for any student who is quarantined due to exposure to COVID-19.	\$ 16,010	\$ 16,010	\$ -	\$ -	\$ -	96161	Approved at 6/9/2021 State Board Meeting

508-1-016-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school elementary administrator for grades K-6. (1 administrator x 5 hours/day x \$45/hour x 23 days)	\$ 14,724	\$ 14,724	\$ -	\$ -	\$ -	96100	Approved at 6/9/2021 State Board Meeting
508-1-017-20220913	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Secondary administrator for grades 7-12 (1 administrator x 6.5 hours/day x \$45/hour x 32 days) **Change Request**	\$ 6,306	\$ 6,306	\$ -	\$ -	\$ -	96100	Change Request was approved for \$10,076 in SFY 2021
508-1-018-20220913	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies necessary for weekly themes for each grade level to provide summer school enrichment opportunities. We are seeing an increase in summer school enrollment due to COVID-19.	\$ 10,949	\$ 10,949	\$ -	\$ -	\$ -	96160	Change Request was approved for \$2,100 in SFY 2021
508-1-019-20220913	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Mileage for Summer School bus routes (Bus: 35 miles x \$2.75 x 23 days, Suburban: 30 days x \$2.25 x 23 days) This is covering the fuel and maintenance of vehicles used for summer school programs.	\$ 758	\$ 758	\$ -	\$ -	\$ -	96132	Approved at 6/9/2021 State Board Meeting
508-1-020-20220913	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Bus Driver Salaries (Driver 1: 4 hr/day x 23 days, Driver 2: 3.5 hr/day x 23 days, Driver 3: 6 hr day x 23 days) This is for drivers to pick up and deliver students and to help deliver meals to area students in need due to COVID-19.	\$ 14,046	\$ 14,046	\$ -	\$ -	\$ -	96120	Change Request was approved for \$8,357 in SFY 2021
508-1-021-20220913	Eligible	Direct Allocation	Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The intent of the board is to provide a one time premium pay stipend in November. This payment is to acknowledge the extra 2021-2022 school year duties related to COVID-19, including but not limited to student data analysis, assessment, extra planning to address learning loss, and extra time to implement sanitization and mitigation practices. (\$600/each)	\$ 94,862	\$ 94,862	\$ -	\$ -	\$ -	96110	Change Request. Was approved for \$52,200 in SFY 2021

508-1-022-20220913	Eligible	Direct Allocation	Support Services (Students)	Musical Instruments' Supplies	12. Addressing learning loss among students, including vulnerable populations	By following the guidelines set forth by the USDE in the May 2021 FAQ for elementary and secondary school relief programs, we will purchase additional band instruments to address the learning loss caused by the COVID 19 pandemic in our band program. The continual lack of face to face contact has hurt our program along with the continued fear of sharing instruments. These additional instruments will help mitigate possible spreads of COVID 19 and insure increased practice time for our band students.	\$ 16,829	\$ 16,829	\$ -	\$ -	\$ -	96160	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	103	Cheylin	144	58%	\$ 365,789	\$ 270,789	74%	\$ 270,789.00	100%	\$ 1,880	
2	112	Central Plains	441	31%	\$ 595,493	\$ 245,493	41%	\$ 245,493.00	100%	\$ 557	
3	205	Bluestem	478	43%	\$ 597,053	\$ 597,053	100%	\$ 597,053.00	100%	\$ 1,250	
4	225	Fowler	124	42%	\$ 178,069	\$ 178,069	100%	\$ 178,069.00	100%	\$ 1,442	
5	243	Lebo-Waverly	454	37%	\$ 442,063	\$ 324,413	73%	\$ 324,413.00	100%	\$ 715	
6	260	Derby	6,931	44%	\$ 5,939,577	\$ 5,835,223	98%	\$ 5,835,223.00	100%	\$ 842	
7	263	Mulvane	1,735	40%	\$ 1,756,703	\$ 1,756,703	100%	\$ 1,756,703.00	100%	\$ 1,013	
8	314	Brewster	121	35%	\$ 131,579	\$ 105,119	80%	\$ 105,119.00	100%	\$ 869	
9	378	Riley County	646	28%	\$ 584,321	\$ 584,321	100%	\$ 584,321.00	100%	\$ 905	
10	389	Eureka	587	61%	\$ 1,188,323	\$ 1,188,323	100%	\$ 1,188,323.00	100%	\$ 2,026	
11	392	Osborne County	289	52%	\$ 474,309	\$ 474,309	100%	\$ 474,309.00	100%	\$ 1,640	
12	394	Rose Hill Public Schools	1,493	28%	\$ 1,164,911	\$ 1,004,606	86%	\$ 1,004,606.00	100%	\$ 673	
13	396	Douglass Public Schools	616	36%	\$ 574,086	\$ 338,975	59%	\$ 338,975.00	100%	\$ 551	
14	408	Marion-Florence	463	44%	\$ 606,625	\$ 143,322	24%	\$ 143,322.00	100%	\$ 310	
15	429	Troy Public Schools	310	26%	\$ 277,222	\$ 277,222	100%	\$ 277,222.00	100%	\$ 895	
16	443	Dodge City	6,772	80%	\$ 10,263,570	\$ 9,021,407	88%	\$ 9,021,407.00	100%	\$ 1,332	
17	456	Marais Des Cygnes Valley	209	57%	\$ 447,144	\$ 447,144	100%	\$ 447,144.00	100%	\$ 2,145	
18	471	Dexter	238	51%	\$ 320,721	\$ 320,721	100%	\$ 320,721.00	100%	\$ 1,345	
19	474	Haviland	100	43%	\$ 203,005	\$ 203,005	100%	\$ 203,005.00	100%	\$ 2,030	
20	475	Geary County Schools	7,206	50%	\$ 13,748,921	\$ 9,207,808	67%	\$ 9,207,808.00	100%	\$ 1,278	
21	480	Liberal	4,550	82%	\$ 10,424,740	\$ 7,323,377	70%	\$ 7,323,377.00	100%	\$ 1,609	
22	487	Herington	419	62%	\$ 919,779	\$ 850,690	92%	\$ 850,690.00	100%	\$ 2,033	
23	490	El Dorado	1,823	58%	\$ 3,372,166	\$ 3,372,166	100%	\$ 3,372,166.00	100%	\$ 1,850	
24	500	Kansas City	21,058	88%	\$ 82,500,802	\$ 64,998,342	79%	\$ 64,998,342.00	100%	\$ 3,087	
Total			57,203	68%	\$ 137,076,971	\$ 109,068,600	80%	\$ 109,068,600	100%	\$ 1,907	

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 D0103

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>
Cheylin	605 Bird Ave., Bird City, KS 677310028	Box 28, Bird City, KS 677310028
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Sherri Edmundson	edmundsons@cheylin.com	(785) 734-2341

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sherri Edmundson	Superintendent	edmundsons@cheylin.com	(785) 734-2341

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.cheylin.com/vimages/shared/vnews/stories/60d1ec7065b4e/COVID%20Protocol%20January%202022.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 103 Cheylin will utilize these funds for teacher premium and retention pay in exchange for asking our staff to do more with testing and data analysis. We also plan to utilize funds for sanitary purposes, such as purchasing & installing self flushing stools and touchless faucets for hand washing. In addition, the purchase of an additional bus will help with social distancing, the purchase of a dishwasher will help with sanitation, updating the HVAC in the gym with help with circulation, updating a locker room will help with social distancing, purchasing additional bleachers for added space for social distancing, updating technology will help with learning loss, assessments such as MAPS and AimsWeb will help with measuring learning loss, and summer school and curriculum purchases will aide in learning loss and recovery.

Stakeholder Engagement

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

Students

In developing our ESSER plan, we hosted focus groups with student leadership groups of student government and site council to determine their highest level of need for pandemic related instruction and support. The following supports received the most interest from our students: 1. 1-to-1 laptops for ALL students, 2. Hands-on learning such as business, agriculture and FACS courses, and 3. Educational field trips and classrooms speakers. Our ESSER plan takes these three recommendations into consideration and their needs area ideas in the plan.

Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys, met with site council, and have also engaged our building and leadership team. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items represented in our ESSER plan: 1. Continuing the after-school tutoring program, 2. Summer school, and 3. Social/Emotional interventions. You will see that these suggestions from parents are reflective in the plan we developed.

School and District Administrators including Special Education Administration

Our administrative team; consisting of Superintendent, Principal, and Special Education Dept. Head; has met regularly to review the needs of our students and staff populations in learning loss discussions both at the building and district level. These meetings have included a review of focus group data from our various special population groups, such as board meetings and special education. As a result of these meetings, the following have been determined as most important to address in our district: 1. Social/Emotional interventions, 2. Online coursework for credit recovery and enhanced curriculum, and 3. Professional development. 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, teacher organization, students, parents, administration and state organizations through our needs assessment and site council. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include: 1. Adequate staff to allow for social distancing, 2. Extended learning opportunities, and 3. Social/Emotional supports.

Tribes

While our student information did not indicate we had any tribal students in our district, we have a link on the district website to allow patrons and community members to have input. If there are responses, we will work to include these in our ESSER plan.

Civil Rights Organization including Disability Rights Organizations

We reached out to the following civil rights organizations through email in our region to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights (Kansas Human Rights Commission, Kansas Action for Children, and Disability Rights Center of Kansas). While we have not heard back from anyone with suggestions, we have still implemented the following supports which we believe will benefit all populations of our students: 1. services of a counselor, 2. support for our ELL and migrant populations, 3. implementation of Title support staff for students that qualify.

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

USD 103 does not currently have any students that are incarcerated or homeless. We have reached out and worked closely with our students and representative of the subgroups in our school district in developing our ESSER support plan. We have spoke directly with our foster families, migrant families, ELL families and students. Through these conversations, the following supports were determined most needed: 1. Social/Emotional support, 2. Counselor services, and 3. 1-to-1 technology. You will see these suggestions are reflective in the plan we developed.

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

USD 103 uses Parent Square, FaceBook, site council, and our district webpage to communicate with patrons and the community. We have communicated the use of the needs assessment on the webpage for input. We have learned that 1. Social/Emotional, 2. After-school program, and 3. Summer School and credit recovery are important services to these subgroups. We will utilize that input in developing our ESSER plan.

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

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

COVID had a huge impact on our district. It was proven that remote learning was not an effective substitute for in-school instruction. This learning loss was more evident in some students than others. This can somewhat be contribute to the involvement of parents in student learning. Lack of a school nurse, as well as quarantined classrooms and teams have been costly to the education process. Remote learning in place of in-person learning was difficult for teachers and other staff member. This has caused increased work and enormous stress for everyone at school. There is additional stress on families and community members. Students quarantined to their homes forced families to change their routines and added financial burdens to families. Our special education students have struggled more without support from home. The social/emotional impact has increased for everyone and students not being with peers has increased this. The cost of technology has increased because of remote learning. Learning loss and social emotional struggles are tremendous.

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

Funds will be utilized for professional development for staff and for data-driven instruction and assessments to measure learning loss. We provide an after school study for any students struggling for added instructional time and support. We utilized additional staff and curriculum for extended school and summer school. We are working on curriculum alignment through SWPRSC. We utilize MAPS, AimsWeb, IXL, state assements and other technology based programs and assessments.

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

Additional funds will be spent on learning loss with programs for assessment such as MAPS and AimsWeb, purchasing technology, purchasing items for increased sanitation and social distancing, and recovery programs such as after school, summer school and online credit recovery programs.

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

Interventions will be measured by increased learning by our students through test scores. We will utilize MAPS testing and AimsWeb to focus on deficiencies for areas of improvement. Staff will continue to receive professional development to help with student needs, both academic and social/emotional.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$365,789	\$0	\$365,789	ESSER III Allocations	\$73,158
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$365,789	\$0	\$365,789	Amount Still Needed	\$73,158
In Review Total	\$270,789	\$0	\$270,789	In Review Total	\$101,000
Amount Left	\$95,000	\$0	\$95,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
103-3-0001	Direct	False	1000	110	12	\$29,789	Task Force Review
103-3-0002	Direct	True	1000	110	11A	\$50,000	Task Force Review
103-3-0003	Direct	False	1000	736	9	\$50,000	Task Force Review
103-3-0004	Direct	False	2720	732	15	\$90,000	Task Force Review
103-3-0009	Direct	True	2600	735	12	\$6,000	Task Force Review
103-3-0010	Direct	True	1000	610	12	\$45,000	Task Force Review

Line Item Details

Line Item ID: 103-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Teacher Salaries

Account Number

61-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Provide retention incentive pay for approximately 50 staff at \$600 to address additional staffing requirements based on COVID, such as cleaning and student social/emotional needs that hinder education in the classroom.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$29,789

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$29,789

Status

Task Force Review

Line Item ID: 103-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Teacher Salaries

Account Number

61-1000-110-00

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

Provide summer school services for approximately 25 students with approximately 5 staff members to address learning loss. In addition, an additional staff member has been hired to monitor and assist students for online coursework and repeated courses because of learning loss.

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 ID: 103-3-0003

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

Technology-Hardware

Account Number

61-1000-736-00

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

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

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

purchase laptops to send home with students during quarantine, summer school and online courses for credit recovery due to learning loss

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 ID: 103-3-0004

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

Transportation

Account Number

61-2720-732-00

Function Code

2720 - Monitoring Services

Object Code

732 - Vehicles (Including school buses)

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 a bus to address public health protocols of social distancing

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$90,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$90,000**Status**

Task Force Review

Line Item Comment from KSDE

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 103-3-0009

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

Operation/Maintenance

Account Number

61-2600-735-00

Function Code

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

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

IXL, AimsWeb, MAPS assessments to address learning loss

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 103-3-0010

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

Teaching Supplies

Account Number

61-1000-610-00

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Updating curriculum to address learning loss. The primary use of these funds would be to purchase online courses and curriculum for credit recovery because of learning loss. Additional math resources will also be purchased to address learning loss. The subgroup targeted will be students at-risk of not graduating because of learning loss.

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

Status

Task Force Review

Line Item Comment from KSDE

Please provide more detail on what curriculum will be purchased and what subgroups will be targets.

ESSER III APPLICATION FOR D0112

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 Plains	406 Main, Claflin, KS 67525	P.O. Box 176, Claflin, KS 67525
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Bill Lowry	blowry@usd112.org	(620) 588-4200

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Bill Lowry	Superintendent	blowry@usd112.org	(785) 252-3695

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.usd112.org/page/coronavirus-covid-19-information>

Use of Funds for CDC Guidance

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

USD 112 will use ESSER III to fund the following:
Camera Systems that allow for contact tracing along with air quality monitors.
New ELA series that has a strong home component that will allow us to better instruct students who are in quarantine.
Retention Bonus for staff
Hiring a Reading Specialist to help with lag in reading at our Jr. and Sr. High Schools
Hiring a Family Engagement Staff Member to help with the school-home connection that has been severed during the pandemic.
Cleaning and disinfecting supplies to continue to keep schools as safe as possible for students.
Work on our heating and cooling systems to provide better air circulation for students and staff.
After school tutoring
Summer 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

I held meetings with two groups of students in our two high schools. During these meetings, we discussed what ESSER money was and what it could be used for. Below are their suggestions;' (Some are not ESSER eligible, but I wanted to include them as their voice matters.)

Fixing air conditioner, security, reading help, novels for freshman English, full time nurse, female counselor, faping detectors, new weight room equipment, new bus, new heating units, ID cards, tutors to help with classwork, extra classes, zero hour band, improved air flow in the gym, online textbooks, study halls, new textbooks, new technology.

As you can see they had some great ideas and took this process very seriously.

Families

We surveyed families and patrons and received 83 responses listing what was important to them, when it came to spending ESSER money. Listed below are some of the comments and highest ranking choices.:

Choices:

More para educators to help with students

Social Emotional Resources

Summer School

After School Programs

New Curriculum

Technology

Professional Development

Comments:

Laptops that you send the kids home with are great, but if the family doesn't have access to wifi in their home, the child might as well have a block of wood. It is unreasonable to expect every family to have unlimited access to internet. The amount of homework that the teachers expect their students to do that involves Internet access is excessive. If it is not something they can complete at school, in class, then the teacher should have paper versions of the homework instead of requiring the added stress of needing internet.

School and District Administrators including Special Education Administration

We have an agenda item at our monthly Administration meeting to discuss what would be good use of these funds. The Assistant Director of CKCIE attends our Admin Meetings and have input into the process. Much of what you have seen listed above mirrors what we have discussed. I have sent our list of desired purchases to USA Kansas, KASB, and our KNEA group and they have approved of our use of the funds.

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

See Above, We are a small district with one district administrator and the principals work as a team to determine how this money will be spent, based on the feedback we have received in our surveys and meetings with students,

Tribes

I have contacted the Kickapoo Tribe via email to discuss the spending of ESSER funds. As of today I have not received a response. We do have a two students who are native americans and we discussed this money and how it might help them succeed. I have yet to hear back from the Kickapoo Tribe.

Civil Rights Organization including Disability Rights Organizations

I contacted Mark McCormick with the ACLU to discuss how ESSER funds could be best spent to help students as it relates to their civil rights. I also contacted Kansas Action for Children via email to receive feedback into how the ESSER funds could be best spent to address our students with disabilities. I have yet to hear back from either 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

The survey we sent out to parents, students, teachers, and patrons included the 86 students and families with an IEP which is 17% of our headcount, 0 students that are English learners, 1 student experiencing homelessness, 3 students that are in foster care, 1 student that is migratory and 0 students incarcerated and underserved. Our headcount was 492. We had 83 surveys returned which is 17% response. With this rate of return we would had 3 responses from students with disabilities and no responses from the other subgroups. We sent a second survey to all the subgroups listed. The number one response was the importance of Mental Health education for students.

The highest ranking responses for spending the ESSER funds from the 83 surveys are listed below.

Choices:

More para educators to help with students

Social Emotional Resources

Summer School

After School Programs

New Curriculum

Technology

Professional Development

Comments:

Laptops that you send the kids home with are great, but if the family doesn't have access to WIFI in their home, the child might as well have a block of wood. It is unreasonable to expect every family to have unlimited access to internet. The amount of homework that the teachers expect their students to do that involves Internet access is excessive. If it is not something they can complete at school, in class, then the teacher should have paper versions of the homework instead of requiring the added stress of needing internet.

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

We surveyed families and patrons and received 83 responses listing what was important to them, when it came to spending ESSER money. Listed below are some of the comments and highest ranking choices.

Choices:

More para educators to help with students

Social Emotional Resources

Summer School

After School Programs

New Curriculum

Technology

Professional Development

Comments:

Laptops that you send the kids home with are great, but if the family doesn't have access to wifi in their home, the child might as well have a block of wood. It is unreasonable to expect every family to have unlimited access to internet. The amount of homework that the teachers expect their students to do that involves Internet access is excessive. If it is not something they can complete at school, in class, then the teacher should have paper versions of the homework instead of requiring the added stress of needing internet.

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

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

The Covid Pandemic has caused two areas of concern in our district. Our hope is that the use of ESSER funds will help get these three areas of concern back into balance.

1. Learning Loss: Students have suffered learning loss, especially in the area of reading. Our data shows that students have slipped and we need to continue to provide interventions in the PK-12 grade levels. We have implemented a three-year-old program last year and in the 22-23 school year, we will expand on this program offering it five days per week.

2. Disconnect between home and school. The tie between the two was broken during the time we were out of the buildings. We find students that were out of school for over a year, parents who do not know how to access social services that can help them succeed. The hiring of a Family Support team member will help bridge that gap between school and home.

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 again offer summer school in our district for the students identified in our MTSS system as tier 3 students. We have and will continue to offer, an after school program to help ANY student and parents in need of help. We will also, strengthen our MTSS offering for our struggling readers by implementing a reading class in our secondary buildings to help students who are struggling with reading. We will use the evidence based practices of Lexia Reading, direct instruction, Pathways to Reading, Fastbridge, MTSS, BrainPOP and IXL interventions to address the academic impact of lost instructional time.

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

As mentioned above this money will go directly into the areas of concern listed. We are focusing this money on help the student both socially and academically. We will use to this money provide safer schools for all that enter our buildings.

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

This will be the most important part of the is process. In our plan we will give quarterly reports to all stakeholders on how this money is being spent and how we better use the money we have left. In these reports we will address how we are meeting our goals spelled out in this plan and what the data shows are the results.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$595,493	\$0	\$595,493	ESSER III Allocations	\$119,099
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$595,493	\$0	\$595,493	Amount Still Needed	\$119,099
In Review Total	\$245,493	\$0	\$245,493	In Review Total	\$200,800
Amount Left	\$350,000	\$0	\$350,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
112-3-0001	Direct	True	1000	110	1A	\$35,800	Task Force Review
112-3-0002	Direct	True	1000	650	1A	\$105,000	Task Force Review
112-3-0004	Direct	False	2700	120	16	\$3,000	Task Force Review
112-3-0005	Direct	True	2000	110	1A	\$60,000	Task Force Review
112-3-0006	Direct	False	2000	120	4	\$41,693	Task Force Review

Line Item Details

Line Item ID: 112-3-0001

<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>		
Salaries	78-1000-110-00		
<u>Function Code</u>	<u>Object Code</u>	<u>Allowable Use</u>	
1000 - Instruction	110 - Regular Certified Salaries	1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.	
Please describe the expenditures within the account and how they will address a COVID-19 need			
Salaries for summer school to help with learning loss. The students that were selected for summer school were determined by reading data at our elementary school. We also used the at-risk guidelines for selections. We are not a diverse district so social economic status is the main need that we face.			
Budgeted Expenditures in SFY 2021	\$0		
Budgeted Expenditures in SFY 2022	\$11,800		
Budgeted Expenditures in SFY 2023	\$12,000		
Budgeted Expenditures in SFY 2024	\$12,000		
Total Expenditures	\$35,800		
		<u>Status</u>	
		Task Force Review	

Line Item ID: 112-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Curriculum Software

Account Number

78-1000-651-00

Function Code

1000 - Instruction

Object Code

650 - Supplies-Technology Related

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

This money will be used to purchase programs ie Frog Street for 3 and 4 year olds to help students with learning loss and to help our younger students be more prepared for school in our 3 and 4 year old programs due to parents not sending students to school during Covid.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$35,000
Budgeted Expenditures in SFY 2023	\$35,000
Budgeted Expenditures in SFY 2024	\$35,000
Total Expenditures	<u>\$105,000</u>

Status

Task Force Review

Line Item ID: 112-3-0004

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

Transportation Salaries

Account Number

78-2720-120-00

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

We have added bus routes to separate students to reduce the risk of transmission of Covid.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,000</u>

Status

Task Force Review

Line Item ID: 112-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

78-1000-110-00

Function Code

2000 - Support Services

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

USD 112 will use this money to pay for a reading specialist to help with learn loss due to Covid.

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 ID: 112-3-0006

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

78-1000-110-00

Function Code

2000 - Support Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

USD 112 will hire a Family Engagement staff member who will help families that are struggling after Covid to keep kids in school and provide them the services they need

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$40,000**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$693**Total Expenditures** \$41,693**Status**

Task Force Review

ESSER III APPLICATION FOR D0205

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>
Bluestem	625 S. Mill Road, Leon, KS 67074	625 S. Mill Road, Leon, KS 67074
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Joel Lovesee	jlovesee@usd205.com	(316) 742-3261

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Joel Lovesee	Superintendent	jlovesee@usd205.com	(316) 742-3261

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/744/District/1342900/USD205DistrictPlanForSafeReturnToInpersonInstructionJune2022.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?

Funds will be used to communicate with parents and patrons on the most recent CDC guidance to safely operate our schools for in-person learning. Information will be provided online along with our monthly newsletter that will provide information on masks, social distancing, handwashing, cleaning, contact tracing, testing, and vaccinations. Information will also be provided on academic needs; social, emotional, and mental health; and food services.

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

An electronic survey was used to gather initial information on the impact of the COVID-19 pandemic on students' learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. The collected data (211 of our 7-12 student population, which included 2 children with disabilities, 6 children experiencing homelessness, and 73 other underserved students) was provided to teachers and discussions were had with smaller student groups during their weekly character education time to better prioritize funds. Survey data was not sorted by individual subgroups, as many are less than 10 students, however all students had equal access to the survey and discussion time. The top 3 responses of importance by the student body was 1) adding additional personnel and staff to support academic interventions, 2) Additional Instructional materials and resources, 3) additional behavioral supports and interventions.

Families

A survey was used to gather initial information on the impact of the COVID-19 pandemic on students' learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. The survey was provided electronically, mailed to all households in the district through our monthly newsletter, and made available as a hard copy at all district buildings. (54.7% of students were represented by a parent/guardian)

School and District Administrators including Special Education Administration

Survey results were discussed with all administrators and compiled with their own observations and building needs.

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

An electronic survey was used to gather initial information on the impact of the COVID-19 pandemic on students' learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. The collected data (91% of staff) was provided to teachers and discussions were had with smaller student groups during their weekly character education time to better prioritize funds. Discussions were then had during several staff meetings and teacher in-service days to plan for the upcoming school years.

Tribes

A survey was used to gather initial information on the impact of the COVID-19 pandemic on students' learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. The survey was provided electronically, mailed to all households in the district through our monthly newsletter, and made available as a hard copy at all district buildings. (Over half of the district's 7 self-identified Native American students were represented in the collected data).

Civil Rights Organization including Disability Rights Organizations

A survey was used to gather initial information on the impact of the COVID-19 pandemic on students' learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. The survey was provided electronically, mailed to all households in the district through our monthly newsletter, and made available as a hard copy at all district buildings. Surveys were sent to The American Civil Liberties Union (ACLU) of Kansas; The Anti-Defamation League (ADL) Plains States; The Equal Justice Initiative (EJI); The Kansas State Conference of National Association for the Advancement of Colored People (NAACP); The Wichita chapter of Kansas National Organization for Women (NOW); and the Southern Poverty Law Center (SPLC). No response was given by any Civil Rights organization, however 2/3's of our self-identified non-white students were represented in the collected data.

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

An electronic survey was used to gather initial information on the impact of the COVID-19 pandemic on students' learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. The collected data (211 of our 7-12 student population, which included 2 children with disabilities, 6 children experiencing homelessness, and 73 other underserved students; our district does not have any migratory or incarcerated students) was provided to teachers and discussions were had with smaller student groups during their weekly character education time to better prioritize funds. Survey data was not sorted by individual subgroups, as many are less than 10 students, however all students had equal access to the survey and discussion time. The top 3 responses of importance by the student body was 1) adding additional personnel and staff to support academic interventions, 2) Additional Instructional materials and resources, 3) additional behavioral supports and interventions. Administration and support services then discussed the student needs and concerns with local and county agencies to better facilitate their education in the future.

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

A survey was used to gather initial information on the impact of the COVID-19 pandemic on students' learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. The survey was provided electronically, mailed to all households in the district through our monthly newsletter, and made available as a hard copy at all district buildings. We collected input from 19 community members who did not have any other affiliation with the school or students. Their responses were shared with teachers, administrators, and the Board of Education.

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 major impact of COVID-19 on our district has been learning loss. A majority of our elementary assessments show students being behind grade level math and reading. Those numbers are intensified at the PreK-2 grade levels. Some students, being as much as a whole grade level behind. Overall, our district does not have a disproportionate impact on any special population however, our 35% free lunch students continue to struggle under our traditional model.

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

Through the addition of teachers in our Title Services, Credit Recovery and Early Childhood; along with researched based software programs in all content areas, differentiated instruction can be administered to students for a more efficient and impactful targeted assistance program. These additional learning options will also be available for extended school days and afterschool programs.

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

ESSER Funds will be used to recruit and train quality and effective teachers to assist in Title Services, credit recovery and early childhood education.

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.

A majority of the interventions we are implementing directly respond to the lost instructional time and social emotional needs of our students. Being a smaller district we are able to quickly identify areas of need with our students, but having the availability of ESSER funds will allow us to target those needs with evidence-based interventions and the staff to provide it.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$597,053	\$0	\$597,053	ESSER III Allocations	\$119,411
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$597,053	\$0	\$597,053	Amount Still Needed	\$119,411
In Review Total	\$597,053	\$0	\$597,053	In Review Total	\$522,053
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
205-3-0001	Direct	True	1000	735	9	\$62,553	Task Force Review
205-3-0002	Direct	True	1000	735	9	\$69,500	Task Force Review
205-3-0003	Direct	False	2300	530	2	\$75,000	Task Force Review
205-3-0004	Direct	True	1000	110	12	\$390,000	Task Force Review

Line Item Details

Line Item ID: 205-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

ESSER

Account Number

98

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

Educational Technology Software for grades K-6 used to target learning loss due to attendance issues associated with the Covid pandemic: Reflex, Mystery Science, Really Great Reading, IXL, NearPod & Flocabulary. The listed educational technology software will directly impact our low-income students, who many are already behind grade level, and which has been compounded by Covid-19 and increased absence rates. The use of technology will allow teachers to individually target key areas of improvement per student. Budgeting this over multiple years will allow each grade level to continually work with these students to close the gap and get them back to grade level.

Budgeted Expenditures in SFY 2021 \$9,948

Budgeted Expenditures in SFY 2022 \$17,535

Budgeted Expenditures in SFY 2023 \$17,535

Budgeted Expenditures in SFY 2024 \$17,535

Total Expenditures \$62,553

Status

Task Force Review

Line Item ID: 205-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

ESSER

Account Number

98

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

Educational Technology Software for grades 7-12 used to target learning loss due to attendance issues associated with the Covid pandemic: Canvas, Discover Ed, CTE Certification, Xello ad on, Workkeys curriculum, amplify JH English. The listed educational technology software will directly impact our low-income students who had increased absence rates due to Covid-19. The use of technology will allow teachers to individually target key areas of improvement per student, assist with credit recovery, and plan for their post-secondary success.

Budgeted Expenditures in SFY 2021	\$12,500
Budgeted Expenditures in SFY 2022	\$19,000
Budgeted Expenditures in SFY 2023	\$19,000
Budgeted Expenditures in SFY 2024	\$19,000
Total Expenditures	<u>\$69,500</u>

Status

Task Force Review

Line Item ID: 205-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

ESSER

Account Number

98

Function Code

2300 - Support Services (General Administration)

Object Code

530 - Communications

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

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

The district established a monthly newsletter that provides information on safety protocols and learning opportunities. Families and patrons look forward to each monthly issue that provides information relevant to our district's current situation. Many of our patrons do not use social media, our app, or website to gain their information. We have been able to share county and district COVID protocols this past year that otherwise may not have been communicated as effectively. We also list times and places for vaccinations, updated COVID data, and additional health department information. ESSER Funds will be used to pay the \$5,000 stipend for staffing who collects and compiles the information and the \$19,000 annual expense to print, sort, and mail the newsletter. With no local newspaper, the district is working on selling advertisement space in the newsletter to offset expenses each year with the plan that it can be completely funded by advertisement within 5 years. This will allow the district to continue solid communication with patrons and parents post ESSER funding.

Budgeted Expenditures in SFY 2021	\$24,000
Budgeted Expenditures in SFY 2022	\$22,000
Budgeted Expenditures in SFY 2023	\$17,000
Budgeted Expenditures in SFY 2024	\$12,000
Total Expenditures	<u>\$75,000</u>

Status

Task Force Review

Line Item ID: 205-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

ESSER

Account Number

98

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Adding 3 positions to our teaching staff will best assist with learning loss among a wide range of our student population. Areas targeted will assist with our Title program, Early Childhood, and Secondary alternative/credit recovery program. Our low-income students were the most negatively effected due to Covid-19 school closures, absences, and overall disruptions. Adding staff in key areas of need will help to provide stability for this population along with all our students, and better target major areas that were lacking in our district's educational system. All 3 areas will have a major impact with our low-income students and families. Early Childhood will get them off on the right track, additional Title staff will help get them back on level in the elementary, and a credit recovery program will assist our secondary students to not only graduate on time, but plan for their future.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$130,000
Budgeted Expenditures in SFY 2023	\$130,000
Budgeted Expenditures in SFY 2024	\$130,000
Total Expenditures	<u>\$390,000</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0225

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>
Fowler	100 E 8th Ave, Fowler, KS 678440170	Box 170, Fowler, KS 678440170
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jamie Wetig	jwetig@usd225.org	(620) 646-5661

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jamie Wetig	Superintendent	jwetig@usd225.org	(620) 646-5661
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Erica Littlewood		elittlewood@usd225.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Jamie Wetig		jwetig@usd225.org	

Plan for Safe Return

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

www.usd225.org

Use of Funds for CDC Guidance

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

USD 225 District Implementation Plan for Safe Return and Continuity of Services
(BOE approved, June 2022)

The district will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
Universal and correct wearing of masks:

- The district will not require masks for staff and students however, staff and students may wear them at any time during the school day or at school functions if they have a preference. As discussions and collaborations continue with Meade County Health Department (MCHD) and the number of confirmed cases affecting our school district changes or increases, wearing a mask may be implemented for continued educational services.
- Visitors will be electronically screened at the main entrance of the school building and electronically approved to enter for the continued safety and security of our staff and students.

- Masks will be required if their companies have specific mandates or confirmed cases that have been identified.

Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding):

- As the need arises, physical distancing will apply during the school day and at activities/events.
- When confirmed cases are identified, modifications will be made for physical distancing during the school day and at school activities/events. The district will follow guidance from the MCHD.
- School will continue to be held in session with appropriate distancing for the 22-23 school year.

Handwashing and respiratory etiquette.

- District cleaning and maintenance procedures will continue to follow sanitation protocols.
- Touchless systems have been installed in the restrooms.
- Staff will continue to promote handwashing and sanitizing on a regular basis with students.
- HVAC systems will continue to be cleaned and maintained on a regular basis.
- Cleaning and maintaining healthy facilities, including improving ventilation.
- The district will continue to maintain healthy facilities and maintain ventilation needs including the changing of filters in HVAC systems in all district facilities. Discussions are taking place on the maintenance and upkeep of older HVAV units and systems.

Tracing in combination with isolation and quarantine and in collaboration with the State, local, territorial, or tribal health departments.

- The district will continue to work with parents to report knowledge of confirmed cases to the administration.
- Employees will report knowledge of confirmed cases to the administration.
- The district will continue to receive guidance from the Meade County Health Department should the need arise for isolation and quarantines.

Diagnostic and screening testing:

- The Meade County Health Department will conduct diagnostic and screening should the need arise.

Efforts to provide vaccinations to school communities.

- In collaboration with Meade County Health Department, information and personnel will be made available during enrollment and vaccinations, upon request, by appointment.

Appropriate accommodations for children with disabilities with respect to health and safety policies.

- Meade County Health Department will provide services with respect to health and safety policies for all students including children with disabilities.

Coordination with State and local health officials.

- Regular communication, guidance, and coordination of services will continue with the Meade County Health Department, State Department of Education, and the Kansas Department.

Continuity of services, including but not limited to:

(A) Services to address students' academic needs

- The district will begin the year with students and staff on site as we were last year.
- In extreme cases and based on the number of confirmed COVID cases, some degree of modified instruction will be implemented.
- The district is a one-to-one initiative with technology. Devices are available to students and staff.
- Different avenues are available for instructional support within the school facilities: Google classroom, ITV, varied instructional times, and smaller group of face-to-face interaction.
- MCHD will provide services upon request for health needs.
- Wearing of masks will be implemented should the need arise.
- Based on confirmed COVID cases, modifications will be made in collaboration with MCHD.

(B) Students' and staff social, emotional, mental health

- We have several resources to assist the district from the Dodge City Cooperative and Mental Health Facilities.
- Students and staff continue to have a good rapport.

- The use of the web site, automated text messages, and face to face communication are regularly used to inform the community.
- The district encourages staff and student engagement in school and community activities to help support social, emotional, and mental health.
- Collaboration with the community organizers during special events.
- Students volunteer within the community.

(C) Other additional needs, which may include student health and food services.

- Meals will continue to be served onsite.
- In the event of confirmed cases, modifications will be implemented.
- Social distancing in meal lines.
- As the need arises, paper trays, wrapped silverware, and plastic ware will be used.
- Follow guidelines from KSDE and food service programs.
- Students will follow school guidelines for illness and fevers as shared in handbooks.

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 input for ESSER III was completed from grades 6-12, during their grab and go options first thing in the morning or visiting with them face to face. Jr. High students (6-8th grade) shared the following: 72% were unsure on the variety of learning opportunities of interest due the majority of their day in required courses. 18% determined after-school assistance would be of interest. The remaining percentages fell in the areas of before-school assistance or summer school. 31% were interested in technical school offerings, with 22% sharing IT as a second interest. Some were interested in a zero-hour option. 58% indicated learning resources such as textbooks and manipulatives, for core subject areas in math, science and ELA were needed. Students participate and use a program called Summit Learning with their one-to-one initiatives. 68% of the students indicated a need to have a teacher in the classroom for core classes. Some students had a interest in receiving some of their classes online and being able to graduate early. 50% wanted to have more elective offerings such as robotics, coding, art, and engineering. 95% indicated they had access to the internet at home. 95% indicated they did not want access to a counselor/social worker. 54% believed more programs were needed for STEM opportunities, 36% wanted community partner involvement, and 18% did not believe more programs were needed for ELL, Migrant, and Special populations. 54% were not sure if they were interested in internships.

Sr. High students (9-12th grade) shared the following: 40% were unsure of the learning opportunities of interest they would like to have available since they were limited to actual teachers in the classroom. 13% determined after-school assistance and summer school mini sessions would be of interest. 25% fell in the areaa of before-school assistance. 40% were not sure what they would like. 45% were interested in technical school offerings, with 18% sharing higher ed as a second interest. 40% indicated learning resources such as textbooks and resources in that core subject areas of math and science were needed with ELA following. Students currently use a program called Summit Learning with their one-to-one initiative. 45% of the students wanted to have a teacher in the classroom for core classes. 25% shared receiving some of their classes online to be of interest and 13% being able to graduate early. Other areas of interest were having the ability to attend higher ed classes during the day. The majority of 9-12th grade students shared the need to increase electives naming a few such as music, coding, weights, another languages other than Spanish, coding, and engineering. 95% indicated they had access to the internet at home. 75% indicated they did want access to a counselor/social worker. 55% believed more programs were needed for STEM opportunities, 45% wanted community partner involvement, and 45% believed more programs were needed for ELL, Migrant, and Special populations. 85% shared they were interested in internships.

Families

A community survey was provided. Access was made to a link on the school web page and information on the survey link was shared in the newsletter. Families were able to call or visit the school if questions or discussion for clarity were needed. From the completion of the survey, families were represented by the following groups: parents, community members, board members, staff, service providers, and business owners. From the multiple selections, 0% of respondents indicated they were not affiliated with or part of tribal and civil rights organizations. 13% indicated they were affiliated with children's organizations and migratory students. 8.7% indicated they were affiliated with organizations for English and Children in Foster Care. 4.3% indicated they were affiliated with other types of organizations. and 78.3% indicated they did not have an affiliation with any type of organization. 44% of the respondents indicated they currently do not have school-aged students. Other respondents indicated their school aged students were in the following grades. 36% PreK-5, 24% 6-8, and 20% 9-12. The following were determined as very important to the families: After-school assistance, tutoring, math, ELA, online curriculum, one-to-one, upgraded technology, business partnership learning labs, SEL curriculum with resources, training for teachers in SEL implementation, additional teachers, custodial/maintenance, heating/cooling air quality, social worker/counselor, and science. Social studies, parent resources, higher ed opportunities, community business partners, and programs for ELL and STEM were marked as important. Areas of some importance were school nurses, summer mini-camps, and hotspots. 33% of the respondents shared they were interested in volunteering.

School and District Administrators including Special Education Administration

The district is made up of two administrators; Superintendent and a PreK-12 building administrator. Representatives for special education are from the interlocal-SKACD 613 located in Dodge City. Special Education administrators were available by phone and in person to assist with information on possible needs and resources for students at USD 225. Many discussions centered around the manipulatives with the new math resources provided to special education personnel, from SKACD. It was determined that math resources and a variety of manipulative were needed more at the secondary level. Information provided indicated internet connection for students to be important and to continue with up-to-date technology for both students and staff. A variety of learning options and resources were determined to be and remain important. Collaboration with staff determined the best method for academic implementation during this change was with rotations and small group sessions, including the need to have access to tiered instructional time. USD 225 did not close school for COVID. Staff and students worked together to use the one to one devices with technology opportunities and organized connectivity times, each being managed to meet academic needs. Special Education students continued to have direct instruction, on an individual basis, attending at the school by appointments arranged by the special education staff. The wearing masks, etc. continued to ensure protocol for sanitization. Prioritization from the survey indicated the following areas to be of importance: Before/after school assistance/tutoring, access to STEM classes, technical classes, hard-to-fill career areas, and internships, more electives in coding, technology, music (vocal), art, continued access to a device, a teacher in classroom in core subject areas, curriculum resources/materials (math, ELA, science), social worker/counselor access, and additional teachers (full or part-time) to assist with small group learners.

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

Teachers, the building leader(s), and union representatives were provided access to a survey including face to face conversation. Teachers and staff were able to continue with instruction using technology and one to one school-assigned devices. Respondents indicated interest in PreK-5 and also secondary (6-8). Respondents indicated they answered the survey as parents with school-aged students. Staff, union representatives, and other educators shared the following to be of importance: 40% indicated summer school and before school assistance to be important. 33% indicated math/ELA/science and social studies classroom resources to be very important to have in classroom. As a redesign school district, many resources were online and not physically in the classroom for secondary students. They also indicated the availability to off-campus programs for secondary students to be important. 66% indicated upgraded technology and one-to-one access were indicated as very important. 66% indicated SEL curriculum/resources and training to be important. Additional custodial personnel was indicated as somewhat important. 66% indicated heating and cooling systems, STEM programs, higher ed opportunities, community business partners, and internships in health/environments such as nursing to be important. Additional information of importance indicated the following: submission of assignments on time, participation/engagement, tracking student logins, access to the online learning platform, continuous participation with electronic communication, participation in synchronous online classes, and being available for assistance provided by each teacher with their individual class. The building administrator also communicated with respondents as questions were asked either by phone or email. An individual staff member was assigned to be available to families as a liaison between the school and home as homework help was needed. They would also go to the home if needed.

Tribes

Data collected from our community survey indicated representation from the following groups: parents, community members, board members, staff, service providers, and business owners, ministerial alliance, and county police.

0% of respondents indicated they were not affiliated or part of tribes and civil rights organizations.

13% indicated they were affiliated with children's organizations and migratory students.

8.7% indicated they were affiliated with organizations for English and Children in Foster care.

4.3% indicated they were affiliated with other types of organizations, and

78.3% indicated they did not have an affiliation with any specific type of organization.

44% of the respondents do not currently have school-aged students.

No tribal interests were marked on the local survey. When a phone call was made on November 8th, 2021 to the tribal office in eastern Kansas, they wanted to know my reasoning for calling them and asked if my interest was for the ESSER grant. They were not interested in providing their input for the ESSER grant. They asked that we not contact them regarding the ESSER grant.

Civil Rights Organization including Disability Rights Organizations

Data collected from our community survey indicated representation from the following groups: parents, community members, board members, staff, service providers, and business owners, ministerial alliance, and county police.

0% of respondents indicated they were not affiliated or part of tribes and civil rights organizations.

13% indicated they were affiliated with children's organizations and migratory students.

8.7% indicated they were affiliated with organizations for English and Children in Foster care.

4.3% indicated they were affiliated with other types of organizations, and

78.3% indicated they did not have an affiliation with any specific type of organization.

44% of the respondents do not currently have school-aged students.

Although we did not have any respondents identify tribes or association with Civil Rights organizations, we do have families and students that identify as migratory, ELL, foster care, disabilities, etc. Therefore, we have and will continue to embed ESSER resources around the need to meet these students and address learning gaps as well as social and emotional needs. Funds will be used to provide extended learning opportunities, provide small learning groups targeted towards student learning gaps, and additional resources to address academics (research based interventions - Fastbridge, Lexia, Wilson Phonics).

Using the ESSER III Toolkit provided, contact was made with ACLU-Kansas, Kansas Action for Children, and Kansas NAACP. Although these organizations could not comment on how to specifically spend these funds, we were referred to several additional resources to help ensure that our staff is trained and informed about serving all students, especially those in need. <https://www.aclu.org/know-your-rights/students-rights>, <https://www.aclukansas.org/en/know-your-rights/rights-transgender-students>, <https://www.learningforjustice.org>, <https://www.aclu.org/report/cops-and-no-counselors>.

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

Stakeholder respondents indicated they represented the following groups: parents, community members, board members, staff, service providers, and business owners, ministerial alliance, and county police. 0% of respondents indicated they were not affiliated or part of tribes and civil rights organizations. 13% indicated they were affiliated with children's organizations and migratory students. 8.7% indicated they were affiliated with organizations for English and Children in Foster care. 4.3% indicated they were affiliated with other types of organizations, and 78.3% indicated they did not have an affiliation with any specific type of organization. 44% of the respondents do not currently have school-aged students. The following percentages shared they had school aged children: 36% PreK-5, 24% 6-8, and 20% 9-12. Less than 1% of respondents were representatives of the homeless and incarcerated. Underserved families are assisted with food banks and shelter locations within the communities of Meade County. Crime is low in the communities. Arrests are made at times. Some drug arrests occur. Some students experience having an incarcerated adult. Support is provided in the areas of mental health to the extent possible within the school system and also through direct counseling from outside agencies or placements through services out of Dodge City.

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

A face to face opportunity was provided at a evening city meeting in Fowler Kansas. Council members and other public members indicated the following: 42% were represented Jr. High school students. The remaining percentages were a mix of high school and elementary. 23% did not have any students in school. After-school assistance and summer school mini sessions were marked as important. Science was of high interest with 57% followed by math and ELA curriculum/resources and online curriculum of interests with 43%. Technical school programs were marked as very important with 43%. They also indicated one to one access to be very important. 43% indicated training for teachers was very important. Career/Business connections was marked as very important with 57%. Heating and cooling systems were found to be very important with the continuation of advanced cleaning. 57% indicated higher ed opportunities to be important. A round robin session at a board meeting, with attending public members, was conducted on the prioritization of information provided by the survey results.

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.

Student specific assessment information was shared by staff at PTC meetings, staff disaggregated the information during inservice meetings, and a summarization of the assesment information was provided to the USD 225 BOE. This information is as follows:

After review of assessment information, it was determined to reevaluate what was being implemented as curriculum resources in the classroom and how they were aligned with state standards. Selection from the evidence based information from the state was reviewed and the focus was to begin with elementary level resources. Fastbridge and Wilson phonics were selected and implemented for the first year in 21-22. Not only were the staff working through COVID changes, they were also adapting to new curriculum resources to meet the needs of the students. This data will be analyzed and used to determine goals for academic instruction in the 22-23 school year. It is evident additional staff would be a benefit to assist small groups of tiered instruction.

PreK diagnostic growth indicated typical growth progress as determined by iReady. The majority of the students made progress in their stretch growth information. 86% of the students were above grade level and 14% of the students were not completed with their goals.

Fall MAP scores in Reading for Secondary students indicated 64% of students average and above and 84% fell in the low average to above. In the spring, 69% scored in the average and above range and 89% scored in the low average to above. Math scores for secondary students indicated a different picture. 51% of the students were average and above with 73% of students scoring in the low average and above range. Spring results indicated 55% in the average and above range with 77% in the low average and above. Students in the low and low average range did not move at a rate expected from fall to spring.

The iReady early learning diagnostic growth indicated the following: In the fall, students scored a 67%ile and in the spring students scored in 47%ile range for reading and math ile's indicated a 71%ile in the fall to a 67%ile in the spring. Fastbridge summary indicated 52% of high risk in the fall and 54% in the spring for reading. Grade school student results indicated a higher percentage of risk in reading. Math results indicated 55% at risk in the fall to 51% in the spring. 3% of students were above grade level, 22% were on grade level, 43% were one grade level behind, 9% were two grades behind, and 4% were three grade levels behind.

State assessments for the 21-22 school year indicated the following:

- a. ELA – Grade 3 scored at a higher median score of 298 as compared to a state performance score of 290. 10% of the students scored in level one, 40% in level two, and 50% in level three. Grade 4 scored at a lower median score of 286 as compared to a state performance score of 294. 27% of the students scored in level one, 36% scored in level two, 18% scored in level three and 10% scored in level 4. Grade 7 higher median score of 304 as compared to a state performance scored score of 283. 27% of the students scored in level one, 18% scored in level two and 55% scored in level three. Grades 5, 6, 8, and 10 had fewer than 10 students. Data not reported.
- b. Math – Grade 3 scored at a higher median score of 304 as compared to a state performance score of 298. 20% of the students scored in level one, 20% in level two, and 60% in level three. Grade 4 scored at a lower median score of 280 as compared to a state performance score of 288. 9% of the students scored in level one, 73% scored in level two, 9% scored in level three and 9% scored in level 4. Grade 7 higher median score of 287 as compared to a state performance scored score of 280. 27% of the students scored in level one, 36% scored in level two and 27% scored in level three and 9% of the students scored in level four. Grades 5, 6, 8, and 10 had fewer than 10 students. Data not reported.

Training has been scheduled for staff in the fall of 2022. The service center will be providing additional support on fastbridge data, standards, and literacy.

The district will have PreK-4 thur 6th grade beginning 2022-2023. Secondary students will be in a cooperative agreement with USD226.

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 after school program under Title serves as the summer learning enrichment will end in the summer of 21. \$35,615 will be set aside for direct instruction with students that are at high risk of not achieving. These funds will be set aside for evidence based materials, one to one tiered sessions, and after school mini enrichment sessions. The goal over the next two years is to have a larger percentage of students performing in levels three and four and out of performance levels one and two. We understand the reality of our changing district population and the number of students in each grade level growing smaller. Small numbers have an effect on the total percentage. However, the goal remains the same. Individual staff will need to become vigilant about individual student skills and what is keeping them from being successful. This will mean looking at the percentage of growth to close the gap at a quicker pace.

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

The funding will be spent on sanitization and additional staff (part/full time), paras, teachers and food service. Costs below are yearly costs. \$71,227.00 each year- for two years.
\$10,000 - 6 certified staff, max of \$1,067 each, for planning after school, beyond regular school hours for learning loss needs.
\$5,401 - PD collaboration with all teachers (6) after school for instructional planning, analyzing data.
\$5,000 - 1 staff at a max of \$416.67 per month for 12 months pay for after hours time with filing and completing ESSER reports.
\$5,000 - food service costs-gloves, plastic ware, disposal trays, sanitization wipes,
\$4000 - after school enrichment activities with students and families-outside community learning labs.
\$5,000- school sanitization supplies, air filters, wipes, hand sanitizer.
\$20,507 - instructional support- part time staff member
\$16,319 - instructional support summer program mini sessions.

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.

Decisions will be made on data. The building administrator will continue to monitor data weekly and regularly analyze classroom data and collaborate with teachers on instructional changes necessary to maintain growth and mastery of skills not yet obtained. They will also work with staff to put a system in place to document growth visually. Specific to the skills not mastered or the skills needed for movement to the next level. Moving students out of performance levels one and two will be the focus.
Staff strengths will be used to provide the most benefit to student learning. Curriculum resources will only be purchased from evidence based information and monitored for alignment with the state standards. Enrichment activities and SEL will be embedded to provide a balance within the school day. Counseling services will continue. All student groups will be included in the interventions implemented to ensure the gap of learning loss is closing. Due to the small number of students, staff are aware of students emotional needs and relationships are built quickly. They also have a good professional relationship with parents.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$178,069	\$0	\$178,069	ESSER III Allocations	\$35,614
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$178,069	\$0	\$178,069	Amount Still Needed	\$35,614
In Review Total	\$178,069	\$0	\$178,069	In Review Total	\$54,526
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
225-3-0003	Direct	False	2620	420	7	\$14,000	Task Force Review
225-3-0004	Direct	True	1000	110	4	\$12,616	Task Force Review
225-3-0006	Direct	True	1000	110	3	\$15,108	Task Force Review
225-3-0007	Direct	False	1000	432	9	\$15,108	Task Force Review
225-3-0008	Direct	False	2300	120	16	\$15,000	Task Force Review
225-3-0009	Direct	False	1000	110	11A	\$38,421	Task Force Review
225-3-0012	Direct	True	1000	110	4	\$8,000	Task Force Review
225-3-0013	Direct	False	1000	113	1A	\$41,014	Task Force Review
225-3-0014	Direct	True	1000	946	12	\$18,802	Task Force Review

Line Item Details

Line Item ID: 225-3-0003

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

COVID Supplies

Account Number

7

Function Code

2620 - Maintenance of Buildings

Object Code

420 - Cleaning Services

Allowable Use

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

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

Supplies necessary for protective purposes and sanitation (i.e. antibacterial cleaners and disinfectants, other chemical cleaners and misc. supplies for sanitation).

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$7,000

Budgeted Expenditures in SFY 2023 \$7,000

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$14,000

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

After School Enrichment

Account Number

7

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Accommodate family schedules with learning environments for family engagement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,308
Budgeted Expenditures in SFY 2023	\$6,308
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$12,616</u>

Status

Task Force Review

Line Item Comment from KSDE

from narrative - The after school program under Title serves as the summer learning enrichment will end in the summer of 21. \$35,615 will be set aside for direct instruction with students that are at high risk of not achieving. These funds will be set aside for evidence based materials, one to one tiered sessions, and after school mini enrichment sessions.

Allocation Type

Direct Allocation

Is 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 Planning

Account Number

7

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

PD, development of strategies addressing learning loss and extended time for communication with families on academic resources.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$7,554
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Budgeted Expenditures in SFY 2023	\$7,554
------------------------------------------	---------

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$15,108
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Status

Task Force Review

Line Item Comment from KSDE

from narrative - The after school program under Title serves as the summer learning enrichment will end in the summer of 21.

\$35,615 will be set aside for direct instruction with students that are at high risk of not achieving. These funds will be set aside for evidence based materials, one to one tiered sessions, and after school mini enrichment sessions.

Line Item ID: 225-3-0007

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

IT Support

Account Number

7

Function Code

1000 - Instruction

Object Code

432 - Technology-Related Repairs and Maintenance

Allowable Use

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

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

Due to the pandemic, the use and need for continuous learning resources has increased the need for 1:1 devices. Funds provided will help offset the increase use of these devices and provide uninterrupted access to teaching, learning, and resources to help with remediation for students who have been identified with learning loss. Over the next two years, we anticipate purchasing 20 student devices (\$10,000) and 5 instructional devices (\$5,108).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,554
Budgeted Expenditures in SFY 2023	\$7,554
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$15,108</u>

Status

Task Force Review

Line Item ID: 225-3-0008

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

Report Manager

Account Number

07

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

Duties outside of the regular day to complete ESSER reports for COVID

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

Status

Task Force Review

Line Item Comment from KSDE

This would be considered an indirect cost item.

Line Item ID: 225-3-0009

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

Summer Sessions

Account Number

7

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Salaries, expense associated with extended learning

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$19,211**Budgeted Expenditures in SFY 2023** \$19,210**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$38,421**Status**

Task Force Review

Line Item Comment from KSDE

from narrative - The after school program under Title serves as the summer learning enrichment will end in the summer of 21.

\$35,615 will be set aside for direct instruction with students that are at high risk of not achieving. These funds will be set aside for evidence based materials, one to one tiered sessions, and after school mini enrichment sessions.

Line Item ID: 225-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

After School Enrichment

Account Number

7

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Accommodate family schedules with learning environments for family engagement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,000
Budgeted Expenditures in SFY 2023	\$4,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$8,000</u>

Status

Task Force Review

Line Item Comment from KSDE

from narrative - The after school program under Title serves as the summer learning enrichment will end in the summer of 21. \$35,615 will be set aside for direct instruction with students that are at high risk of not achieving. These funds will be set aside for evidence based materials, one to one tiered sessions, and after school mini enrichment sessions.

Line Item ID: 225-3-0013

Allocation Type

Direct Allocation

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

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

Account Name

Instructional Support

Account Number

07

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

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

Lower class sizes for learning loss needs. Establish small group environments to support in person learning.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$20,507**Budgeted Expenditures in SFY 2023** \$20,507**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$41,014**Status**

Task Force Review

Line Item ID: 225-3-0014

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

07

Account Number

5200

Function Code

1000 - Instruction

Object Code

946 - Professional Development

Allowable Use

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

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

Staff will be provided with both professional resources, materials, and training focused on addressing student learning loss, interventions and remediation. This will entail attending workshops and purchasing evidence-based materials in order to help students who have been identified through our use of screeners and progress monitoring. Training for staff would include, Fastbridge for math, reading, and social emotional, as well as, Standards & Curriculum, Math Literacy, Dyslexia, and Phonics. Funds provided will help offset the costs for bringing in trainers and attending conferences such as MTSS, USA, KSDE and KASB workshops.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$9,401**Budgeted Expenditures in SFY 2023** \$9,401**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$18,802**Status**

Task Force Review

ESSER III APPLICATION FOR D0243

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>
Lebo-Waverly	411 Pearson, Waverly, KS 668710457	Box 457, Waverly, KS 668710457
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Corey Reese	creese@usd243ks.org	(785) 733-2651

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Corey Reese	Superintendent	creese@usd243ks.org	(785) 733-2651

Plan for Safe Return

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/847506/Covid_19_Reopen.pdf

Use of Funds for CDC Guidance

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

The funds will be utilized to retain staff in order to provide schooling for our students. We will also engage in a 5 year school improvement process to improve instruction and provide a better learning process for our students.

Stakeholder Engagement

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

Students

We have consulted students via our school leadership programs. USD 243 students agree that premium payments to staff and the addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III funds. The USD 243 Board of Education has reviewed the district's ESSER III Plan. The plan is posted on the USD 243 website and has been communicated throughout our educational system including student leadership groups. It is the favored approach to address learning loss.

Families

We have consulted Families via our district Site Councils. USD 243 families agree that premium payments and the addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III funds. The USD 243 has reviewed and approved the ESSER III Plan. The approved plan including Site Councils' approval is posted on the USD 243 Website and has been shared among our community groups. It is the favored approach to address learning loss.

School and District Administrators including Special Education Administration

We have consulted District Administrators. USD 243 administrators agree that premium payments to staff and the addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III funds. School District Administrators have presented the ESSER III Plan to the USD 243 School Board. The approved Plan is posted on our District website and has been shared among community stakeholder groups. It is the favored approach to address learning loss.

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

We have consulted teachers and other staff via the USD 243 Teachers Association. USD 243 Teachers, Principals, School Leaders, other educators, and School Staff agree that premium payments to staff and the addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III funds. Union Leadership have endorsed the ESSER III Plan that is posted on the District Website. The Lebo Waverly Teachers Association have expressed their support for the ESSER III Plan to address learning loss.

Tribes

USD 243 has no tribes within our school boundaries. Minority groups including tribal members are among the stakeholder groups that provided input with regard to USD 243 ESSER III uses. USD 243 tribal representatives agree that premium payments to staff and Data Driven Intervention via Study Sync and Wonders 2023 are the most favored uses of ESSER III funds. Minority Groups have been part of the Stakeholder Groups and have approved of the ESSER III Plan that is posted on the District Website and has been communicated and favorably endorsed as the most effective use of our ESSER III money that is to be used to address learning loss.

Civil Rights Organization including Disability Rights Organizations

The ACLU was contacted 8/23/22. Their input is that they cannot tell schools how to spend money. They requested we visit their website to look at Stud3ent's Rights resources, transgender resources, and Learning for Justice resources geared specifically for educators. They specifically encouraged us to read the "Cops and No Counselors" report.

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

Lebo Waverly currently has no migrant, English Language Learner, or incarcerated students. We reached out to foster families in the district. Everyone we contacted agreed with our ESSER Plan using money to augment all staff salaries and our Learning Loss Setaside to hire (2) aide positions in our elementary schools. I contacted every foster parent of children in our schools and their responses were all favorable to our current plan

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

Information regarding the USD 243 ESSER III Plan has been shared via the USD 243 website. All USD patrons have been provided information regarding the planned expenditures. The public agrees that premium payments to staff and the addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III to address learning loss.

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

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

Covid-19 has negatively impacted USD 243 students. Every population has seen learning loss. Our greatest concern is in the area of social emotional learning. We have seen a significant uptick in behaviors that are in opposition to providing a safe and orderly environment. USD 243 serves approximately 450 students in rural Kansas.

EQUITABLE ACCESS

REACHING EVERY STUDENT

Scaffolds

The Learning Loss Aides will assist every student to regain the learning that was lost during the Covid 19 Pandemic.

Accessibility

Every student will have access to the Learning Loss Aides (2) that will be employed to assist our Teachers regain the learning that was Lost due to the Covid 19 Pandemic.

Social and Emotional Learning (SEL)

The (2) Learning Loss aides that will be employed will assist our schools to regain the Learning that was lost due to the Covid 19 Pandemic.

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

Lebo and Waverly are twin 1A school systems located 15 miles apart. Pre-pandemic most of our schools lacked a tiered system of supports. We are engaged with TASN to develop tiered interventions and supports PK-12. Our priority areas are Language Arts and Social emotional learning. As part of this process we have worked to utilize common curriculum and materials that align with district assessments of student progress. Our goal is to provide a better core for our students and to use data to assess and remediate learning loss.. We have worked hard to improve our tier 1 processes. The addition of (2) Learning Loss Aide positions are the most favored uses of ESSER III funds.. Our hope is to use data to determine the specific learning loss needs of children and to use our curricular tools to develop intervention systems to meet the needs that are identified for every student.

Assessments-

Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer cycle formative assessment options. End-of-unit summative assessments combine progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners.

USD 243 will utilize the addition of (2) Learning Loss Aide positions which are the most favored uses of ESSER III funds. to assess specifically the Lost Learning and use this program to guide interventions to meet the needs of every student.

** According to research from The "What Works Clearinghouse", Adding (2) Teacher Aide positions are research based Tier 1 Interventions to Assess Learning Loss and assist the School to develop effective intervention systems to target the specific Learning Loss to be addressed. Learning Loss Aides are invaluable components of the Learning Loss recapture and effective remediation process.

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

These (2) Learning Loss Aides total just over half of our allotted ARP/ESSER funds. The remaining ESSER funds will be utilized for premium pay to retain great staff.

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

USD 243 schools are working with TASN to engage in a 5 year school improvement/Covid-19 Learning Loss Program. All of the considerations mentioned in the above description align with the school improvement/Learning Loss work that is ongoing within our schools. Learning Loss Aides are research based interventions and meet the definitions and approval for Tier 1 Interventions. The USD 243 School Board has approved and published the ESSER III Plan to address learning loss on the district's website.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$442,063	\$0	\$442,063	ESSER III Allocations	\$88,413
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$442,063	\$0	\$442,063	Amount Still Needed	\$88,413
In Review Total	\$324,413	\$0	\$324,413	In Review Total	\$84,413
Amount Left	\$117,650	\$0	\$117,650	Amount Still Needed	\$4,000

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
243-3-0003	Direct	True	1000	120	12	\$84,413	Task Force Review
243-3-0005	Direct	False	1000	100	16	\$240,000	Task Force Review

Line Item Details

Line Item ID: 243-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

At-Risk K-12

Account Number

06

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

USD 243 will hire (2) Learning Loss Aides to address Learning Loss as part of our School Improvement /MtSS Plan.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$40,000

Budgeted Expenditures in SFY 2024 \$44,413

Total Expenditures \$84,413

Status

Task Force Review

Line Item ID: 243-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

Gifts and Grants

Account Number

35

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

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

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

The money will be for premium retention pay to encourage 80 staff members to remain in our employment and to remain working in education in Kansas. The payment will be for 80 staff, \$1,000 per employee to be paid with regular payroll on 11/10/22, 1/10/23, and 6/10/23.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$240,000

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$240,000

Status

Task Force Review

ESSER III APPLICATION FOR D0260

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>
Derby	1550 E. Walnut Grove Rd, Derby, KS 670371489	1550 E. Walnut Grove Rd, Derby, KS 670371489
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Heather Bohaty	hbohaty@usd260.com	(316) 788-8400

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
John Eric Regier	Director of Finance	jregier@usd260.com	(620) 755-0787
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Sonja Fiechtl	sfiechtl@usd260.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

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

https://drive.google.com/file/d/1-FTI6uv2lqHdSKPux1g_4eGgyTXJJNP_/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?

The District still uses a high level of cleaning on a nightly basis, if cases are in any buildings further enhanced cleaning measures are taken to prevent further spread. Handwashing and distancing are still encouraged as well.

Stakeholder Engagement

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

Students

Derby Public Schools held a stakeholder engagement meeting that was open to all public stakeholders on July 8th, 2021 at the District Administration Center. During the stakeholder feedback session community members, district administrators, board members, and staff divided participants into feedback groups focused on academic support to recover learning, COVID-19 protocols needed, and materials, furniture, or additional purchases to support operational spaces based upon pandemic improvements. Each group of stakeholders rotated through all 3 topics to provide feedback which was recorded in an excel file and reviewed with all participants prior to the end of the meeting for feedback. The District held a feedback session on December 7, 2021, and invited anyone (staff, leadership, community, parents, etc.) to attend. During this session, the District asked three feedback questions in regards to the Pandemic and its response. Groups were able to discuss each one as a small group and notes were taken. The group was brought back together to discuss options and feedback was used to build this plan. Representatives from the District Leadership Team and Board of Education hosted a focus group with students from Derby Middle School. Student feedback was sought and offered by a diverse group of individuals who engaged in meaningful conversations and dialogues. From these sessions, students provided feedback to help set the ESSER III plan in motion by noting the need for additional resources, safety features, and comments on how to get students to have an enhanced learning experience.

Families

Derby Public Schools held a stakeholder engagement meeting that was open to all public stakeholders on July 8th, 2021 at the District Administration Center. During the stakeholder feedback session community members, district administrators, board members, and staff divided participants into feedback groups focused on academic support to recover learning, COVID-19 protocols needed, and materials, furniture, or additional purchases to support operational spaces based upon pandemic improvements. All families were invited to attend, and multiple mass notifications went out (Skylerts), posted on social media as well as individualized invitations from buildings. If families couldn't make it they could also submit responses via a Google Form. Each group of stakeholders rotated through all 3 topics to provide feedback which was recorded in an excel file and reviewed with all participants prior to the end of the meeting for feedback. The District held a feedback session on December 7, 2021, and invited anyone (staff, leadership, community, parents, etc.) to attend. The same invites went out as well as another GoogleForm was used to gather additional data for families unable to attend. During this session, the District asked three feedback questions in regards to the Pandemic and its response. Groups were able to discuss each one as a small group and notes were taken. The group was brought back together to discuss options and feedback was used to build this plan. Additional feedback was solicited by school administrators from their individual building site councils and PTOs and to post the survey of school-based social media outlets.

School and District Administrators including Special Education Administration

Derby Public Schools held a stakeholder engagement meeting that was open to all public stakeholders on July 8th, 2021 at the District Administration Center. During the stakeholder feedback session community members, district administrators, board members, and staff divided participants into feedback groups focused on academic support to recover learning, COVID-19 protocols needed, and materials, furniture or additional purchases to support operational spaces based upon pandemic improvements. Each group of stakeholders rotated through all 3 topics to provide feedback which was recorded in an excel file and reviewed with all participants prior to the end of the meeting for feedback. Additional feedback was collected from individual teachers and schools through google survey tools. During the July 12th, 2021 District Leadership meeting feedback was sought from principles, special education directors and team members, and administrators across the district. The Strategy II committee focused on closing achievement gaps and discussed instructional support needs/purchases during the August 27th, 2021 meeting to identify any needs for schools at each level or support needs district-wide. The Districts Budget committee also has discussed these on multiple occasions, this committee includes staff, parents, community members on various boards and organizations, and District Leadership. The District held a feedback session on December 7, 2021, and invited anyone (staff, leadership, community, parents, etc.) to attend. During this session, the District asked three feedback questions in regards to the Pandemic and its response. Groups were able to discuss each one as a small group and notes were taken. Leadership found that additional building support in the form of designated substitutes for each building (to help when staff have to be gone due to COVID-19), additional mental health resources, Additional support staff (social workers), as well as tools to enhance contact tracing and classroom management tools were found from these meetings.

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

Educators were provided with multiple opportunities to complete surveys to request instructional supports that were needed throughout ESSER funding planning. Derby National Educator Association (DNEA) Executive Leadership team members attended the in-person sessions and shared with their membership for recommendations to promote safety and help close learning gaps. Additional educator feedback was gathered during regular meetings including, Building Leadership Team meetings and department meetings to ensure all ideas were heard. Derby Public Schools held a stakeholder engagement meeting that was open to all public stakeholders on July 8th, 2021 at the District Administration Center. Additional feedback was collected from individual teachers and schools through google survey tools. The Strategy II committee focused on closing achievement gaps and discussed instructional support needs/purchases during the August 27th, 2021 meeting to identify any needs for schools at each level or support needs district-wide. The District held a feedback session on December 7, 2021, and invited anyone (staff, leadership, community, parents, etc.) to attend. During this session, the District asked three feedback questions in regards to the Pandemic and its response. The District gathered that additional seating options for buildings that cannot be social distancing (only have tables in classrooms) as well as additional resources (best practices curriculum/additional handouts and supports), as well as additional professional development to enhance student learning during the school day. As well as additional support tools to help to gain more efficiencies to gain in the administrative classroom tasks and get more instructional time at the secondary buildings

Tribes

While the District has no tribal land in its boundaries, we do have students who are of tribal descent. Our student support services team has reached out to students to gather input as to how the District best responds to the pandemic. From those conversations, we found the need for additional supplemental resources for students as well as additional Professional Development for our staff to better serve our students.

Civil Rights Organization including Disability Rights Organizations

The District reached out to Families Together to discuss how we can assist our students with exceptionalities better as we return to a pre-covid normal as well as combat learning loss, we used the information provided to plan our additional supplemental learning supplies that are geared more towards students with exceptionalities. Our relationship with Project Search and the County Development Disability organization notified us of our need to assist our students not only with learning loss but with additional tools we can equip them with as they transition out to adult life. We are working with our professional development team on training to equip our secondary staff with more tools to enhance postsecondary success for our students with exceptionalities.

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 Special Education department worked with families and staff as well as groups around that support our special education students on the needs that are unique to students with Disabilities. Students' needs that came out from there were additional curricular resources to combat learning loss and additional student support for mental health. Representatives from our Student Support Service team including members of the Special Education team, special education parents, the Director of Alternative learning who oversees McKinney Vento, and parents from our Panther Learning Center. Our team worked with families whose students were eligible for McKinney Vento, Foster care, or English language learners through their interactions at our buildings, it was noted that the families needed additional support for counseling, through those conversations and the surveys we noted additional needs from families for counselors at the buildings so the plan was adjusted accordingly. Families noted that the trauma of the last 2+ years has put a strain on our students and they need additional support during the school day. We have also contracted with the Mental Health Association to provide additional support at our High School.

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

Derby Public Schools held a stakeholder engagement meeting that was open to all public stakeholders on July 8th, 2021 at the District Administration Center. During the stakeholder feedback session community members, district administrators, board members, and staff divided participants into feedback groups focused on academic support to recover learning, COVID-19 protocols needed, and materials, furniture, or additional purchases to support operational spaces based upon pandemic improvements. Any stakeholder was invited to attend, and multiple mass notifications went out (Skylerts), posted on social media as well as individualized invitations from buildings. If stakeholders' couldn't make it they could also submit responses via a Google Form. Each group of stakeholders rotated through all 3 topics to provide feedback which was recorded in an excel file and reviewed with all participants prior to the end of the meeting for feedback. The District held a feedback session on December 7, 2021, and invited anyone (staff, leadership, community, parents, etc.) to attend. The same invites went out as well as another GoogleForm was used to gather additional data for stakeholders unable to attend. During this session, the District asked three feedback questions in regards to the Pandemic and its response. Groups were able to discuss each one as a small group and notes were taken. The group was brought back together to discuss options and feedback was used to build this plan. The District has also reported on federal funds multiple times during open Board meetings. The Leadership team submitted ideas through site councils, building leadership, PTOs, etc. Every Board Meeting had a public comment section that also allows any member of the public to give feedback should the need arise.

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

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

The COVID-19 pandemic's impact on learning loss, student and staff mental health, and the general need to implement district-wide mitigation strategies have created new needs and amplified existing needs. The PreK-12th grade learning loss and increased SEL support for students have intensified the requests for additional intervention materials and additional mental health, and out-of-school academic support provided by staff.

Additional staff to maintain operations are needed as the current staff is spending work time completing contact tracing, communicating to students and families experiencing quarantines, screening for COVID symptoms, communicating with parents and health department staff, and gathering vaccination and testing data. Without vaccinations solidly in place at the beginning of the 2021-2022 school year, we have used ESSER-III funds to maintain additional personnel such as a Covid Coordinator and support team to assist with managing the health and communication protocols needed to maintain parent trust in a safe learning environment. With changes to the economy, workforce, and local labor market we have hired floating substitutes to maintain instruction by covering staff absences due to illness, quarantine and to bring stability during a time we are experiencing a shortage of substitute teachers.

In addition to operational impacts, there are academic subject areas and grade levels that are demonstrating learning loss (or a lack of growth) on both local and state assessments. Our PreK-2nd grade students struggled during the pandemic with remote instruction to engage fully in activities that teach letter identification, sound association, sound blending, and sound segmentation which are building blocks for learning to read and write. When measuring the amount of growth our K, 1st, and 2nd-grade students typically demonstrate in a school year our DIBELS data has shown decreases from winter of 2020 to spring of 2020 and from winter 2020 to winter 2021. The percentage of students in k-2 that scored in the lowest two categories from the middle of the year testing in 2019 to 2020 increased by 10% (K), 14% (1st), and 12% (2nd) respectively. We also administer the DIBELS assessments to 3rd - 5th-grade students. The Dibels and state assessment data 3rd -5th grade remained stable while our state assessment scores at 6th and 10th-grade reading showed decreases. When disaggregated for special education, low socio-economic status, and English Language learners, our subgroups follow the overall trend of increase or decrease for the grade level across the entire district.

Student math data reports are showing more loss in math than in reading. Our local ReadyMath, CBM, and state assessment data from Spring of 2020 reports that only 4th and 7th grade students maintained their pre-pandemic performance.

Students at the 3rd, 5th, 6th, 8th, and 10th grade showed decreases in the percentage of students meeting grade-level expectations (5th- 5 point decrease, 6th -9% decrease and 10th -4% point decrease). Upon reviewing disaggregated math scores by subgroups or low social-economic students and special education students followed the decreasing trends of the district and our English Language Learners showed slight improvements in levels of math proficiency.

On the science state assessment our student scores held the same across 5th and 11th grade and in 8th grade we experienced a 12% point decrease.

In each academic area we did find that our students in the lowest socio-economic groups (FRL) and special education students, especially those who declined specialized support during remote periods of instruction, showed academic loss that additional instructional enhancements and out-of-school learning opportunities can recover.

Attendance data from the pandemic shows an increase in absences for a variety of reasons including quarantines and illness. The average daily attendance in 2018-2019 was 92.84%, in 2020-2021 92.15%. The efforts of the attendance team and social workers help encourage families to support student daily attendance.

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)

Understanding that it is challenging to address SEL and academic concerns if we do not have students at school, we aim to utilize a portion of our ESSER-III funds to support improving attendance rates. We plan to continue to use our CARES remote attendance team to call families when students are tardy or missing from school each day. The CARES team will also follow up with information for families on quarantine and will follow up phone calls with emails and inquiry surveys. Each week every school site will receive attendance reports from each family contacted and individual emails for students or families who need support. A second attendance intervention we will put in place related to high school period attendance taking. Instead of using a positive attendance system in our Skyward student information system, we plan to install attendance tracking card readers in each classroom and have present students swipe ID cards to indicate their attendance in class and have teachers verify each students' attendance.

At the elementary level, in order to address these decreases we have added in additional early reading supports including Haggerty Phonemic Awareness routines into daily K-2nd grade instruction. An additional tiered intervention program called Language Foundation will be used during tiered intervention and training provided for K-3rd grade teachers.

For the middle school grades we have created additional sections of our reading intervention program Read 180 and Horizons. For the middle schools we have provided additional online math skill building instructional tools by purchasing IXL math (tier 2) and SuccessMaker for tier 3 students who are grouped into math skills classes for skill reteaching. For science at the secondary level we are addressing the declines by updating our curriculum resources to those that include online instructional materials, labs and simulations to enhance in-person instruction and provide more robust instructional tools for teachers and students who may experience quarantines.

At the 10th grade and high school level we have added additional credit recovery sections throughout the 1st and 2nd semester of the school year to provide students with additional support to recover credits they didn't earn throughout the pandemic. A series of AP study sessions will be offered to high school students who are taking the AP exams in the spring to ensure they are supported for both credit recovery and acceleration opportunities that may have been missed during the 2020-2021 pandemic school year. During the pandemic our secondary schools experienced challenges creating cohesive schedules for students drawing attention to the need for scheduling support to ensure course offerings are arranged in a manner that promotes both intervention to close gaps and rigor to address engagement in CTE and post-secondary endeavors. To address scheduling concerns ESSER-III funds will be used to provide training and scheduling software.

Throughout the 2021 -2022 school year k-12 expanded tutoring opportunities will be offered at each school and for quarantined students online to provide students with additional time and teacher support to work on skills they need support in as a result of learning loss. During summer of 2022 we will offer a second summer of summer school and camp opportunities for students in K-8th grade throughout the district and a second session of high-school summer school.

At both the middle school and high school level we have identified additional technology needed to integrate online learning tools seamlessly into classroom instruction. These tools such as teacher IPADS, headsets and display will support teacher mobility during instruction, increase student engagement and how program data is used to help personalize learning to close skill or concept gaps.

In addition to the expanded learning opportunities our schools have identified students who need additional social work support to address SEL needs. Upon reviewing our mental health referrals across the district we had 92 students served during the entire 2019-2020 school year and already have 91 students during the first 3 months 2021-2022. ESSER-III funds will be used to support suicide prevention initiatives such as Zero Reasons Why, through training and implementation materials for students. We are utilizing our partnership with the Mental Health Association (MHA) to add additional therapists when caseload needs demand at the K-8th grade level. At the High School level we have added an "At-Risk Social Worker" to work with students and families who need additional check-ins and monitoring to successfully recover credits and who may need access to additional referrals. For the students in the alternative Panther Learning Center program we have added an additional social worker to help support our alternative learning students with additional SEL support groups, check-ins, and credit recovery support.

In an effort to provide staff with an understanding of how to effectively implement the new curricular and SEL resources in a cohesive manner, we have included summer Building Leadership Team training stipends and materials. Through a combination of expanded after-school tutoring, extended school year programming, SEL support, revised curriculum and intervention instructional tools, we will address learning loss and support student's learning recovery.

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

The District will use funds to employ a team for COVID-19 responses, build professional development dashboards for staff, enhancement of mental health awareness, as well as provide opportunities to the rebuilding of relationships between not only students and staff but between staff as a whole.

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.

Derby Public Schools will monitor the intervention of many health, wellness, mental health and academic interventions described above through maintaining systems allowing us to gather data on the use of each intervention. For attendance we will gather usage data, track and monitor or family engagement contacts, and attendance percentages for improvement. Each academic measure will be monitored using triangulated data to denote improvement and additional challenges as they arise. For example the high school credit recovery and AP exam interventions will be monitored by the number of students who recover previously failed credits, the stabilization and/or increase in AP exam test scores and high-school graduation rates. Instructional Coaches and administrators, as well as students scores and teacher perception data, will be used to monitor the implementation of additional academic tools and resources during the school day. Attendance rosters and lesson plans will be utilized to monitor tutoring, extended summer and camp opportunities. CARES teams weekly reports will be used to monitor student attendance contacts and improvements. Data on covid spread and parent/family communication from the COVID coordinator will be utilized to illustrate the breadth of the team’s work across our district. As each data set is collected and analyzed it will be disaggregated by subgroups to help ensure that all groups are being reached with needed supports and to identify any additional needs that may arise.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$5,939,577	\$0	\$5,939,577	ESSER III Allocations	\$1,187,916
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$5,939,577	\$0	\$5,939,577	Amount Still Needed	\$1,187,916
In Review Total	\$5,835,223	\$0	\$5,835,223	In Review Total	\$1,772,537
Amount Left	\$104,354	\$0	\$104,354	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
260-3-0001	Direct	False	1000	150	16	\$956,000	Task Force Review
260-3-0002	Direct	False	1000	220	16	\$73,134	Task Force Review
260-3-0003	Direct	False	1000	222	16	\$13,862	Task Force Review
260-3-0004	Direct	False	1000	260	16	\$7,648	Task Force Review
260-3-0005	Direct	False	2100	150	16	\$45,000	Task Force Review
260-3-0006	Direct	False	2100	260	16	\$360	Task Force Review
260-3-0007	Direct	False	2200	150	16	\$458,000	Task Force Review
260-3-0008	Direct	False	2200	260	16	\$3,664	Task Force Review
260-3-0009	Direct	False	2400	150	16	\$102,000	Task Force Review
260-3-0010	Direct	False	2400	260	16	\$816	Task Force Review
260-3-0011	Direct	False	2600	150	16	\$151,000	Task Force Review
260-3-0012	Direct	False	2600	260	16	\$1,208	Task Force Review
260-3-0013	Direct	False	2660	150	16	\$10,000	Task Force Review
260-3-0014	Direct	False	2660	260	16	\$80	Task Force Review
260-3-0015	Direct	False	2700	150	16	\$121,000	Task Force Review
260-3-0016	Direct	False	2700	260	16	\$968	Task Force Review
260-3-0017	Direct	False	3100	150	16	\$92,000	Task Force Review
260-3-0018	Direct	False	3100	220	16	\$7,038	Task Force Review
260-3-0019	Direct	False	3100	222	16	\$1,334	Task Force Review
260-3-0020	Direct	False	3100	260	16	\$736	Task Force Review
260-3-0021	Direct	False	2510	150	16	\$20,000	Task Force Review
260-3-0022	Direct	False	2510	220	16	\$1,530	Task Force Review
260-3-0023	Direct	False	2510	222	16	\$290	Task Force Review
260-3-0024	Direct	False	2510	260	16	\$160	Task Force Review
260-3-0025	Direct	False	2500	150	16	\$55,000	Task Force Review
260-3-0026	Direct	False	2500	260	16	\$440	Task Force Review
260-3-0027	Direct	False	2300	150	16	\$34,000	Task Force Review
260-3-0028	Direct	False	2300	260	16	\$272	Task Force Review
260-3-0029	Direct	False	1000	733	13	\$300,000	Task Force Review
260-3-0030	Direct	False	2500	120	2	\$175,000	Task Force Review

260-3-0031	Direct	False	2112	121	2	\$195,000	Task Force Review
260-3-0032	Direct	False	2500	221	2	\$25,900	Task Force Review
260-3-0033	Direct	False	2500	222	2	\$5,550	Task Force Review
260-3-0034	Direct	False	2500	260	2	\$3,700	Task Force Review
260-3-0035	Direct	False	2500	210	2	\$36,000	Task Force Review
260-3-0036	Direct	False	2500	121	2	\$105,000	Task Force Review
260-3-0037	Direct	False	2500	221	2	\$7,350	Task Force Review
260-3-0038	Direct	False	2500	222	2	\$1,575	Task Force Review
260-3-0039	Direct	False	2500	260	2	\$1,050	Task Force Review
260-3-0040	Direct	False	2500	210	2	\$8,400	Task Force Review
260-3-0041	Direct	False	1000	120	3	\$180,000	Task Force Review
260-3-0042	Direct	False	1000	220	3	\$12,600	Task Force Review
260-3-0043	Direct	False	1000	222	3	\$2,700	Task Force Review
260-3-0044	Direct	False	1000	260	3	\$1,800	Task Force Review
260-3-0045	Direct	False	1000	210	3	\$30,000	Task Force Review
260-3-0046	Direct	True	2113	110	12	\$164,000	Task Force Review
260-3-0047	Direct	True	2113	221	12	\$11,480	Task Force Review
260-3-0048	Direct	True	2113	222	12	\$2,460	Task Force Review
260-3-0049	Direct	True	2113	260	12	\$1,640	Task Force Review
260-3-0050	Direct	True	2113	210	12	\$8,400	Task Force Review
260-3-0051	Direct	False	1000	330	16	\$155,496	Task Force Review
260-3-0052	Direct	False	2510	120	2	\$87,500	Task Force Review
260-3-0053	Direct	False	2510	221	2	\$6,125	Task Force Review
260-3-0054	Direct	False	2510	260	2	\$875	Task Force Review
260-3-0055	Direct	False	2510	210	2	\$8,400	Task Force Review
260-3-0056	Direct	True	2100	110	12	\$153,750	Task Force Review
260-3-0057	Direct	True	2100	210	12	\$46,200	Task Force Review
260-3-0058	Direct	False	2316	610	16	\$20,000	Task Force Review
260-3-0059	Direct	False	2100	220	16	\$3,444	Task Force Review
260-3-0060	Direct	False	2100	222	16	\$652	Task Force Review
260-3-0061	Direct	False	2200	220	16	\$35,037	Task Force Review
260-3-0062	Direct	False	2200	222	16	\$6,640	Task Force Review
260-3-0063	Direct	False	2400	220	16	\$7,802	Task Force Review
260-3-0064	Direct	False	2400	222	16	\$1,478	Task Force Review
260-3-0065	Direct	False	2600	220	16	\$11,552	Task Force Review
260-3-0066	Direct	False	2600	222	16	\$2,190	Task Force Review
260-3-0067	Direct	False	2660	220	16	\$764	Task Force Review
260-3-0068	Direct	False	2660	222	16	\$146	Task Force Review
260-3-0069	Direct	False	2700	220	16	\$9,256	Task Force Review
260-3-0070	Direct	False	2700	222	16	\$1,754	Task Force Review
260-3-0071	Direct	False	2500	220	16	\$4,206	Task Force Review
260-3-0072	Direct	False	2500	222	16	\$798	Task Force Review

260-3-0073	Direct	False	2300	220	16	\$2,600	Task Force Review
260-3-0074	Direct	False	2300	222	16	\$494	Task Force Review
260-3-0075	Direct	False	2000	610	16	\$445,000	Task Force Review
260-3-0076	Direct	True	1000	150	12	\$750,000	Task Force Review
260-3-0077	Direct	True	1000	610	12	\$200,000	Task Force Review
260-3-0078	Direct	True	1000	735	9	\$365,000	Task Force Review
260-3-0079	Direct	True	1000	150	12	\$55,000	Task Force Review
260-3-0080	Direct	False	2510	222	2	\$1,312	Task Force Review
260-3-0085	Direct	True	2100	221	12	\$10,763	Task Force Review
260-3-0086	Direct	True	2100	222	12	\$2,306	Task Force Review
260-3-0087	Direct	True	2100	260	12	\$1,538	Task Force Review

Line Item Details

Line Item ID: 260-3-0001

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 - Instruction - Extra Duty

Account Number

74-E-1000-191

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use

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

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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$478,000

Budgeted Expenditures in SFY 2024 \$478,000

Total Expenditures \$956,000

Status

Task Force Review

Line Item ID: 260-3-0002

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 - Instruction - Social Security

Account Number

74-E-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social Security for Pay on line 2

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36,567**Budgeted Expenditures in SFY 2024** \$36,567**Total Expenditures** \$73,134**Status**

Task Force Review

Line Item ID: 260-3-0003

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 - Instruction - Medicare

Account Number

74-E-1000-222

Function Code

1000 - Instruction

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

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

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

Medicare for Pay on line 2

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,931**Budgeted Expenditures in SFY 2024** \$6,931**Total Expenditures** \$13,862**Status**

Task Force Review

Line Item ID: 260-3-0004

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 - Instruction - Unemployment

Account Number

74-E-1000-250

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment for Pay on line 2

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,824**Budgeted Expenditures in SFY 2024** \$3,824**Total Expenditures** \$7,648**Status**

Task Force Review

Line Item ID: 260-3-0005

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 - Student Support - Extra Duty

Account Number

74-E-2100-191

Function Code

2100 - Support Services (Students)

Object Code

150 - Additional Compensation

Allowable Use

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

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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22,500**Budgeted Expenditures in SFY 2024** \$22,500**Total Expenditures** \$45,000**Status**

Task Force Review

Line Item ID: 260-3-0006

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 NameESSER III - Student Support -
Unemployment**Account Number**

74-E-2100-250

Function Code

2100 - Support Services (Students)

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**

Unemployment for Pay on line 6

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$180
Budgeted Expenditures in SFY 2024	\$180
Total Expenditures	<u>\$360</u>

Status

Task Force Review

Line Item ID: 260-3-0007

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 NameESSER III - Instruction Support - Extra
Duty**Account Number**

74-E-2200-191

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

150 - Additional 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**

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$229,000
Budgeted Expenditures in SFY 2024	\$229,000
Total Expenditures	<u>\$458,000</u>

Status

Task Force Review

Line Item ID: 260-3-0008

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 - Instruction Support -
Unemployment**Account Number**

74-E-2200-250

Function Code2200 - Support Services (Instructional
Staff)**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**

Unemployment for Pay on line 10

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,832
Budgeted Expenditures in SFY 2024	\$1,832
Total Expenditures	<u>\$3,664</u>

Status

Task Force Review

Line Item ID: 260-3-0009

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 NameESSER III - Building Administration -
Extra Duty**Account Number**

74-E-2400-191

Function Code2400 - Support Services (School
Administration)**Object Code**

150 - Additional 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**

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$51,000
Budgeted Expenditures in SFY 2024	\$51,000
Total Expenditures	<u>\$102,000</u>

Status

Task Force Review

Line Item ID: 260-3-0010

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 NameESSER III - Building Administration -
Unemployment**Account Number**

74-E-2400-250

Function Code2400 - Support Services (School
Administration)**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**

Unemployment for Pay on line 14

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$408
Budgeted Expenditures in SFY 2024	\$408
Total Expenditures	\$816

Status

Task Force Review

Line Item ID: 260-3-0011

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 NameESSER III - Operations and Maintenance
- Extra Dut**Account Number**

74-E-2600-191

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**

150 - Additional 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**

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,500
Budgeted Expenditures in SFY 2024	\$75,500
Total Expenditures	\$151,000

Status

Task Force Review

Line Item ID: 260-3-0012

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 NameESSER III - Operations and Maintenance
- Unemployment**Account Number**

74-E-2600-250

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**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**

Unemployment for Pay on line 18

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$604
Budgeted Expenditures in SFY 2024	\$604
Total Expenditures	<u>\$1,208</u>

Status

Task Force Review

Line Item ID: 260-3-0013

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 - Security - Extra Duty

Account Number

74-E-2660-191

Function Code

2660 - Security

Object Code

150 - Additional 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**

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

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 ID: 260-3-0014

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Security - Unemployment

Account Number

74-E-2660-250

Function Code

2660 - Security

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment for Pay on line 22

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

Task Force Review

Line Item ID: 260-3-0015

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 - Transportation - Extra Duty

Account Number

74-E-2700-191

Function Code

2700 - Student Transportation Services

Object Code

150 - Additional Compensation

Allowable Use

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

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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$60,500**Budgeted Expenditures in SFY 2024** \$60,500**Total Expenditures** \$121,000**Status**

Task Force Review

Line Item ID: 260-3-0016

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 NameESSER III - Transportation -
Unemployment**Account Number**

74-E-2700-250

Function Code

2700 - Student Transportation 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**

Unemployment for Pay on line 26

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$484
Budgeted Expenditures in SFY 2024	\$484
Total Expenditures	\$968

Status

Task Force Review

Line Item ID: 260-3-0017

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 - Food Service - Extra Duty

Account Number

74-E-3100-191

Function Code

3100 - Food Service Operations

Object Code

150 - Additional 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**

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$46,000
Budgeted Expenditures in SFY 2024	\$46,000
Total Expenditures	\$92,000

Status

Task Force Review

Line Item ID: 260-3-0018

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 - Food Service - Social Security

Account Number

74-E-3100-220

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social Security for Pay on line 30

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,519
Budgeted Expenditures in SFY 2024	\$3,519
Total Expenditures	<u>\$7,038</u>

Status

Task Force Review

Line Item ID: 260-3-0019

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Food Service - Medicare

Account Number

74-E-3100-222

Function Code

3100 - Food Service Operations

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

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

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

Medicare for Pay on line 30

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$667
Budgeted Expenditures in SFY 2024	\$667
Total Expenditures	<u>\$1,334</u>

Status

Task Force Review

Line Item ID: 260-3-0020

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 NameESSER III - Food Service -
Unemployment**Account Number**

74-E-3100-250

Function Code

3100 - Food Service Operations

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**

Unemployment for Pay on line 30

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$368
Budgeted Expenditures in SFY 2024	\$368
Total Expenditures	<u>\$736</u>

Status

Task Force Review

Line Item ID: 260-3-0021

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Business Ops - Extra Duty

Account Number

74-E-2510-191

Function Code

2510 - Fiscal Services

Object Code

150 - Additional 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**

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

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: 260-3-0022

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Business Ops - Social Security

Account Number

74-E-2510-220

Function Code

2510 - Fiscal Services

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social Security for Pay on line 34

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$765
Budgeted Expenditures in SFY 2024	\$765
Total Expenditures	<u>\$1,530</u>

Status

Task Force Review

Line Item ID: 260-3-0023

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Business Ops - Medicare

Account Number

74-E-2510-222

Function Code

2510 - Fiscal 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

Medicare for Pay on line 34

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$145
Budgeted Expenditures in SFY 2024	\$145
Total Expenditures	<u>\$290</u>

Status

Task Force Review

Line Item ID: 260-3-0024

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 NameESSER III - Business Ops -
Unemployment**Account Number**

74-E-2510-250

Function Code

2510 - Fiscal 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**

Unemployment for Pay on line 34

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$80
Budgeted Expenditures in SFY 2024	\$80
Total Expenditures	<u>\$160</u>

Status

Task Force Review

Line Item ID: 260-3-0025

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Central Services - Extra Duty

Account Number

74-E-2500-191

Function Code

2500 - Central Services

Object Code

150 - Additional 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**

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$27,500
Budgeted Expenditures in SFY 2024	\$27,500
Total Expenditures	<u>\$55,000</u>

Status

Task Force Review

Line Item ID: 260-3-0026

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 NameESSER III - Central Services -
Unemployment**Account Number**

74-E-2500-250

Function Code

2500 - Central 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**

Unemployment for Pay on line 38

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$220
Budgeted Expenditures in SFY 2024	\$220
Total Expenditures	\$440

Status

Task Force Review

Line Item ID: 260-3-0027

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 NameESSER III - Support - General Admin -
Extra Duty**Account Number**

74-E-2300-191

Function Code2300 - Support Services (General
Administration)**Object Code**

150 - Additional 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**

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$17,000
Budgeted Expenditures in SFY 2024	\$17,000
Total Expenditures	\$34,000

Status

Task Force Review

Line Item ID: 260-3-0028

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Support - General Admin - Unemployment

Account Number

74-E-2300-250

Function Code

2300 - Support Services (General Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment for Pay on line 42

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$136
Budgeted Expenditures in SFY 2024	\$136
Total Expenditures	<u>\$272</u>

Status

Task Force Review

Line Item ID: 260-3-0029

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III Instructional - Furniture

Account Number

74-E-1000-733

Function Code

1000 - Instruction

Object Code

733 - Furniture and Fixtures

Allowable Use

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

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

Furniture to allow for social distancing at all buildings, currently, many of our elementary buildings are using tables for seating in the classroom, money will be allocated to the buildings with the most tables and new desk style furniture will be purchased to allow for social distancing.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$150,000
Budgeted Expenditures in SFY 2024	\$150,000
Total Expenditures	\$300,000

Status

Task Force Review

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining how this expenditure is due to COVID-19 and why it cannot be achieved with the existing furniture. o For any line-item referencing a equipment over \$5,000 ? This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 260-3-0030

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Coordinator

Account Number

74-E-2510-168

Function Code

2500 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

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

COVID-19 Site Coordinator, who prepares, responds, and communicates the current situation to all stakeholders and ensures the safety of students and staff. The staff person is the point of contact for all COVID-19 cases District-wide (staff or student), assists in questions with quarantining and return to school/work, have been mobilized to buildings to help with testing, close contact tracing, etc. Will also make phone calls to close contacts as needed. Job Description:

https://drive.google.com/file/d/1o5Mz6mCjcN3KoXyu2K6uGAv2_Lk06SqR/view - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had a COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$85,000
Budgeted Expenditures in SFY 2024	\$90,000
Total Expenditures	\$175,000

Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 260-3-0031

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Attendance CARE Team

Account Number

74-E-2510-171

Function Code

2112 - Attendance Services

Object Code

121 - Full-Time 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

Staff Members call in and check on students who are quarantined, assist with resources as appropriate, work with remote students to ensure an adequate learning environment, and ensure Social/Emotional needs are met (3 Staff members). These positions came up due to the pandemic, students are checked in on due to not coming or remote has also been used to help with the HES as that was a change due to COVID.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$95,000
Budgeted Expenditures in SFY 2024	\$100,000
Total Expenditures	\$195,000

Status

Task Force Review

Line Item Comment from KSDE

Are these positions new? Please provide the data that shows the need for these positions.

Line Item ID: 260-3-0032

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - COVID - FICA

Account Number

74-E-2510-220

Function Code

2500 - Central Services

Object Code

221 - FICA - Employer's Contribution

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

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

Benefits for the positions listed on lines 52 and 53 These are benefits for a currently "ineligible" expenditure (which I am waiting on clarification on) and 3 approved positions (Attendance Care Team) all of these positions have been out of COVID dollars some have even been around since ESSER I

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,600
Budgeted Expenditures in SFY 2024	\$13,300
Total Expenditures	\$25,900

Status

Task Force Review

Line Item ID: 260-3-0033

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - COVID - Medicare

Account Number

74-E-2510-222

Function Code

2500 - Central Services

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**2 - Coordination of COVID-19
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits for the positions listed on lines 52 and 53 - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Assistant to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

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

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

Budgeted Expenditures in SFY 2023	\$2,700
------------------------------------------	---------

Budgeted Expenditures in SFY 2024	\$2,850
------------------------------------------	---------

Total Expenditures	\$5,550
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Status

Task Force Review

Line Item ID: 260-3-0034

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 - COVID - Unemployment

Account Number

74-E-2510-250

Function Code

2500 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use2 - Coordination of COVID-19
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits for the positions listed on lines 52 and 53 - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Assistant to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

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

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

Budgeted Expenditures in SFY 2023	\$1,800
------------------------------------------	---------

Budgeted Expenditures in SFY 2024	\$1,900
------------------------------------------	---------

Total Expenditures	\$3,700
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Status

Task Force Review

Line Item ID: 260-3-0035

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 - COVID - District Insurance

Account Number

74-E-2510-217

Function Code

2500 - Central Services

Object Code

210 - Group Insurance

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

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

Benefits for the positions listed on lines 52 and 53 - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had the COVID Coordinator and the attendance care team the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$18,000
Budgeted Expenditures in SFY 2024	\$18,000
Total Expenditures	<u>\$36,000</u>

Status

Task Force Review

Line Item ID: 260-3-0036

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 II - Technology - Building Techs

Account Number

74-E-1596-153

Function Code

2500 - Central Services

Object Code

121 - Full-Time 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

One additional technology employee due to the addition of devices as a part of learning loss assistance, this person will prepare devices for students, respond to helpdesk tickets, and repair devices as needed. The staff member is responsible for mobilizing the additional devices that were purchased due to remote learning. The staff member also assists with the repair of devices and answers support tickets from staff and students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	<u>\$105,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Justification: Clarification – Please provide more information on how this position relates to COVID-19 and confirm that this is one additional new position.

Line Item ID: 260-3-0037

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 - Technology - Social Security
- Admin C

Account Number

74-E-1596-220

Function Code

2500 - Central Services

Object Code

221 - FICA - Employer's Contribution

Allowable Use

2 - Coordination of COVID-19
preparedness and response efforts.

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

Benefits for the position listed on line 58

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$3,850
Total Expenditures	<u>\$7,350</u>

Status

Task Force Review

Line Item ID: 260-3-0038

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 - Technology - Medicare -
Admin Center

Account Number

74-E-1596-222

Function Code

2500 - Central Services

Object Code

222 - Medicare - Employer's
Contribution

Allowable Use

2 - Coordination of COVID-19
preparedness and response efforts.

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

Benefits for the position listed on line 58

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$750
Budgeted Expenditures in SFY 2024	\$825
Total Expenditures	<u>\$1,575</u>

Status

Task Force Review

Line Item ID: 260-3-0039

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 NameESSER III - Technology -
Unemployment - Admin Cent**Account Number**

74-E-1596-250

Function Code

2500 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use2 - Coordination of COVID-19
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits for the position listed on line 58

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$550**Total Expenditures** \$1,050**Status**

Task Force Review

Line Item ID: 260-3-0040

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 NameESSER III - Technology - Board Paid
Insurance - Ad**Account Number**

74-E-1596-217

Function Code

2500 - Central Services

Object Code

210 - Group Insurance

Allowable Use2 - Coordination of COVID-19
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits for the position listed on line 58

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 ID: 260-3-0041

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 - Instruction - Non Cert Salaries

Account Number

74-E-1000-120

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

Additional Staffing Needs due to the additional time staff may need off due to COVID and quarantines, staff will cover multiple buildings, this is for floating subs long term subs that were allocated to each building to help cover classes when staff go out due to COVID-19 or a quarantine situation.

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

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

Budgeted Expenditures in SFY 2023	\$90,000
------------------------------------------	----------

Budgeted Expenditures in SFY 2024	\$90,000
------------------------------------------	----------

Total Expenditures	\$180,000
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Status

Task Force Review

Line Item Comment from KSDE

Justification: Clarification/Reasonableness – Please provide more information on how this position relates to COVID-19 and provide a job description of the day-to-day duties.

Line Item ID: 260-3-0042

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Instruction - Social Security

Account Number

74-E-1000-220

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

Benefits for the position(s) listed on line 63

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

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

Budgeted Expenditures in SFY 2023	\$6,300
------------------------------------------	---------

Budgeted Expenditures in SFY 2024	\$6,300
------------------------------------------	---------

Total Expenditures	\$12,600
---------------------------	----------

Status

Task Force Review

Line Item ID: 260-3-0043

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Instruction - Medicare

Account Number

74-E-1000-222

Function Code

1000 - Instruction

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

Benefits for the position(s) listed on line 63

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,350
Budgeted Expenditures in SFY 2024	\$1,350
Total Expenditures	\$2,700

Status

Task Force Review

Line Item ID: 260-3-0044

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Instruction - Unemployment

Account Number

74-E-1000-250

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Benefits for the position(s) listed on line 63

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$900
Budgeted Expenditures in SFY 2024	\$900
Total Expenditures	\$1,800

Status

Task Force Review

Line Item ID: 260-3-0045

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 NameESSER III - Instruction - Board Paid
Insurance - A**Account Number**

74-E-1000-217

Function Code

1000 - Instruction

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

Benefits for the position(s) listed on line 63

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$30,000</u>

Status

Task Force Review

Line Item ID: 260-3-0046

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Social Work - Certified Staff

Account Number

74-E-2113-110

Function Code

2113 - Social Work Services

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

1 Additional Social Worker to assist with the enhanced number of students who need mentoring, regular check ins for At-Risk Students who are falling behind due to the pandemic. Both of these social workers will assist students in regaining credits to graduate on time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$80,000
Budgeted Expenditures in SFY 2024	\$84,000
Total Expenditures	<u>\$164,000</u>

Status

Task Force Review

Line Item ID: 260-3-0047

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - HS - Social Security - DHS

Account Number

74-E-2113-220

Function Code

2113 - Social Work Services

Object Code

221 - FICA - Employer's Contribution

Allowable Use

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

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

Benefits for the Social Workers on line 68.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,600**Budgeted Expenditures in SFY 2024** \$5,880**Total Expenditures** \$11,480**Status**

Task Force Review

Line Item ID: 260-3-0048

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - HS - Medicaid - DHS

Account Number

74-E-2113-222

Function Code

2113 - Social Work Services

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

Benefits for the Social Workers on line 68.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$1,260**Total Expenditures** \$2,460**Status**

Task Force Review

Line Item ID: 260-3-0049

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - HS - Unemployment - DHS

Account Number

74-E-2113-250

Function Code

2113 - Social Work Services

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Benefits for the Social Workers on line 68.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$800**Budgeted Expenditures in SFY 2024** \$840**Total Expenditures** \$1,640**Status**

Task Force Review

Line Item ID: 260-3-0050

Allocation Type

Direct Allocation

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

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

Account Name

ESSER II - HS - INUSRANCE

Account Number

74-E-2113-210

Function Code

2113 - Social Work Services

Object Code

210 - Group Insurance

Allowable Use

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

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

Benefits for the Social Workers on line 68.

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 ID: 260-3-0051

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 - Instructon - PD

Account Number

74-E-1000-330

Function Code

1000 - Instruction

Object Code330 - Professional Employee Training
and Development 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 District-Wide to promote positive teaching, and reach the students who were greatly affected by the pandemic including Learning loss, Social-Emotional Learning, etc. Each building will receive an allocation and will be able to make selections for professional development based on their building's unique needs. Approval through our Superintendent team will take place prior to any Professional Development happening. PD will be mostly behavior-based. - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? Professional Development has not been selected but will be on a building needs-based and approved by our curriculum team.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$155,496
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$155,496

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide information regarding the specific professional development that will be provided.

Line Item ID: 260-3-0052

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 - Business Ops - Salary

Account Number

74-E-2510-120

Function Code

2510 - Fiscal 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

Aide to the COVID Coordinator assists in close contact searching, testing protocols, etc. Job Description: https://drive.google.com/file/d/1D0v2xJhSUwSddEX_WiVU_8t5mPC4Tbyd/view - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Aide to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$42,500
Budgeted Expenditures in SFY 2024	\$45,000
Total Expenditures	<u>\$87,500</u>

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide a job description of this position with the day-to-day responsibilities.

Line Item ID: 260-3-0053

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 - Business Ops - Emp Social Security

Account Number

74-E-2510-221

Function Code

2510 - Fiscal Services

Object Code

221 - FICA - Employer's Contribution

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

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

Benefits for the Aide to COVID Coordinator on line 74. - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Aide to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,975
Budgeted Expenditures in SFY 2024	\$3,150
Total Expenditures	<u>\$6,125</u>

Status

Task Force Review

Line Item ID: 260-3-0054

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 - Business Ops -
Unemployment

Account Number

74-E-2510-260

Function Code

2510 - Fiscal Services

Object Code

260 - Unemployment Compensation

Allowable Use

2 - Coordination of COVID-19
preparedness and response efforts.

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

Benefits for the Aide to COVID Coordinator on line 74. - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Aide to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$425
Budgeted Expenditures in SFY 2024	\$450
Total Expenditures	<u>\$875</u>

Status

Task Force Review

Line Item ID: 260-3-0055

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Business Ops - Insurance

Account Number

74-E-2510-210

Function Code

2510 - Fiscal Services

Object Code

210 - Group Insurance

Allowable Use

2 - Coordination of COVID-19
preparedness and response efforts.

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

Benefits for the Aide to COVID Coordinator on line 74. - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Aide to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

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: 260-3-0056

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Counselor - Certified Staff

Account Number

74-E-2100-110

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

1 Additional School Counselor to assist with the enhanced number of students who need mentoring, regular check ins for At-Risk Students who are falling behind due to the pandemic. Both of these social workers will assist students in regaining credits to graduate on time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$78,750
Total Expenditures	<u>\$153,750</u>

Status

Task Force Review

Line Item ID: 260-3-0057

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 - HS - INUSRANCE

Account Number

74-E-2100-210

Function Code

2100 - Support Services (Students)

Object Code

210 - Group Insurance

Allowable Use

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

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

Benefits for The School Counselor on line 84.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,200
Budgeted Expenditures in SFY 2024	\$42,000
Total Expenditures	<u>\$46,200</u>

Status

Task Force Review

Line Item ID: 260-3-0058

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - District Help - Supplies

Account Number

74-E-2500-610

Function Code

2316 - Staff Relations and Negotiations Services

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Staff professional development for mental health services, staff have struggled with mental health due to the pandemic in multiple ways, money is being set aside to help with how to deal with the new reality in a COVID-19 world.

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

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

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

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$20,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide additional information on this professional development as it relates to COVID-19.

Line Item ID: 260-3-0059

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Student Support - Social Security

Account Number

74-E-2100-220

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social Security for Pay on line 6

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

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

Budgeted Expenditures in SFY 2023	\$1,722
------------------------------------------	---------

Budgeted Expenditures in SFY 2024	\$1,722
------------------------------------------	---------

Total Expenditures	<u>\$3,444</u>
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Status

Task Force Review

Line Item ID: 260-3-0060

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 - Student Support - Medicare

Account Number

74-E-2100-222

Function Code

2100 - Support Services (Students)

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**

Medicare for Pay on line 6

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$326
Budgeted Expenditures in SFY 2024	\$326
Total Expenditures	<u>\$652</u>

Status

Task Force Review

Line Item ID: 260-3-0061

Allocation Type

Direct Allocation

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

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

Account NameESSER III - Instruction Support - Social
Security**Account Number**

74-E-2200-220

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

220 - Social Security Contributions

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**

Social Security for Pay on line 10

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$17,518
Budgeted Expenditures in SFY 2024	\$17,519
Total Expenditures	<u>\$35,037</u>

Status

Task Force Review

Line Item ID: 260-3-0062

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Instruction Support - Medicare

Account Number

74-E-2200-222

Function Code

2200 - Support Services (Instructional Staff)

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

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

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

Medicare for Pay on line 10

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,320
Budgeted Expenditures in SFY 2024	\$3,320
Total Expenditures	<u>\$6,640</u>

Status

Task Force Review

Line Item ID: 260-3-0063

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Building Administration - Social Secur

Account Number

74-E-2400-220

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 Securty for Pay on line 14

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,901
Budgeted Expenditures in SFY 2024	\$3,901
Total Expenditures	<u>\$7,802</u>

Status

Task Force Review

Line Item ID: 260-3-0064

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Building Administration - Medicare

Account Number

74-E-2400-222

Function Code

2400 - Support Services (School Administration)

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

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

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

Medicare for Pay on line 14

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$739
Budgeted Expenditures in SFY 2024	\$739
Total Expenditures	<u>\$1,478</u>

Status

Task Force Review

Line Item ID: 260-3-0065

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Operations and Maintenance - Social Se

Account Number

74-E-2600-220

Function Code

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

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social Security for Pay on line 18

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,776
Budgeted Expenditures in SFY 2024	\$5,776
Total Expenditures	<u>\$11,552</u>

Status

Task Force Review

Line Item ID: 260-3-0066

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 NameESSER III - Operations and Maintenance
- Medicare**Account Number**

74-E-2600-222

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**222 - Medicare - Employer's
Contribution**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Medicare for Pay on line 18

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,095
Budgeted Expenditures in SFY 2024	\$1,095
Total Expenditures	<u>\$2,190</u>

Status

Task Force Review

Line Item ID: 260-3-0067

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Security - Social Security

Account Number

74-E-2660-220

Function Code

2660 - Security

Object Code

220 - Social Security Contributions

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**

Social Security for Pay on line 22

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$382
Budgeted Expenditures in SFY 2024	\$382
Total Expenditures	<u>\$764</u>

Status

Task Force Review

Line Item ID: 260-3-0068

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Security - Medicare

Account Number

74-E-2660-222

Function Code

2660 - Security

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**

Medicare for Pay on line 22

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$73
Budgeted Expenditures in SFY 2024	\$73
Total Expenditures	<u>\$146</u>

Status

Task Force Review

Line Item ID: 260-3-0069

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 NameESSER III - Transportation - Social
Security**Account Number**

74-E-2700-220

Function Code

2700 - Student Transportation Services

Object Code

220 - Social Security Contributions

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**

Social Security for Pay on line 26

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,628
Budgeted Expenditures in SFY 2024	\$4,628
Total Expenditures	<u>\$9,256</u>

Status

Task Force Review

Line Item ID: 260-3-0070

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Transportation - Medicare

Account Number

74-E-2700-222

Function Code

2700 - Student Transportation 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

Medicare for Pay on line 26

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$877
Budgeted Expenditures in SFY 2024	\$877
Total Expenditures	<u>\$1,754</u>

Status

Task Force Review

Line Item ID: 260-3-0071

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Central Services - Social Security

Account Number

74-E-2500-220

Function Code

2500 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Social Security for Pay on line 38

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,103
Budgeted Expenditures in SFY 2024	\$2,103
Total Expenditures	<u>\$4,206</u>

Status

Task Force Review

Line Item ID: 260-3-0072

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Central Services - Medicare

Account Number

74-E-2500-222

Function Code

2500 - Central 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**

Medicare for Pay on line 38

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$399
Budgeted Expenditures in SFY 2024	\$399
Total Expenditures	<u>\$798</u>

Status

Task Force Review

Line Item ID: 260-3-0073

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 NameESSER III - Support - General Admin -
Social Secur**Account Number**

74-E-2300-220

Function Code2300 - Support Services (General
Administration)**Object Code**

220 - Social Security Contributions

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**

Social Securty for Pay on line 42

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,300
Budgeted Expenditures in SFY 2024	\$1,300
Total Expenditures	<u>\$2,600</u>

Status

Task Force Review

Line Item ID: 260-3-0074

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Support - General Admin - Medicare

Account Number

74-E-2300-222

Function Code

2300 - Support Services (General Administration)

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

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

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

Medicare for Pay on line 42

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

Status

Task Force Review

Line Item ID: 260-3-0075

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Support - Supplies

Account Number

74-E-2000-610

Function Code

2000 - Support Services

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Attendance Hardware to allow better tracking of students at the secondary schools to ensure adequate attendance is taken. Frees up additional instructional time that professional Educators previously used taking attendance. We have noticed an uptick in students not attending classes since being 100% remote in 2020. The attendance hardware will allow students to scan their ID cards upon entry into a classroom to respond quicker to student tardies and unexcused absences. One of the benefits would be seen in the speed and efficiency of contact tracing. If contact tracing were to be re-instated in the future Positive Attendance immediately tells us if a student was in space thus reducing the time spent to contact trace. Through positive attendance, a clear picture of a student's attendance and movement during a school day can be seen. Positive attendance can show us immediately where a person testing positive for Covid or any other disease of the future is at any given second during a school day.

We have also studied in our buildings the effects of the COVID-19 Pandemic on learning loss and school achievement we note that the Positive Attendance devices will bring back 5% of instructional time back for every class period will be a monumental step in combating the learning loss experienced by all of our students and especially those who were have not been able to impact through extra learning opportunities like before and after school tutoring, summer offerings, etc. This would level the playing field and would work to reverse the learning loss of ALL students, regardless of income, ethnicity, grade level, transportation needs, and impact of past learning loss.

I am excited about the brain research that shows that the use of this program will give us 2-3 minutes per class back every period, 8 at the middle levels and 5 at the high school every day, this is adding back in approximately 5% for each class to direct instruction instead of housekeeping such as taking attendance. The added benefit of utilizing Positive Attendance is the timing of the minutes being reallocated back to classroom instruction is the perfect time of the period for optimum learning.

The Primacy-Recency Effect as described by Dr. David Sousa shares that information presented at the beginning (Primacy) and end (Recency) of a learning episode tends to be retained better than information presented in the middle of a lesson. He shares that Ideally, the majority of new information in a lesson should be presented during the first Prime-time, taking advantage of students' ability to easily remember information. Students can be likened to a sponge during this time, readily able to absorb knowledge.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$145,000
Budgeted Expenditures in SFY 2023	\$300,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$445,000</u>

Status

Task Force Review

Line Item Comment from KSDE

This expenditure was deemed ineligible for the reason that there is no COVID tie explained.

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Instruction - Extra Duty

Account Number

74-E-1000-191

Function Code

1000 - Instruction

Object Code

150 - Additional 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

Summer Learning Opportunities for Students K-12, Over 80 certified staff, as well as many classified support (20+), serving more than 500 students each week throughout the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$150,000
Budgeted Expenditures in SFY 2023	\$300,000
Budgeted Expenditures in SFY 2024	\$300,000
Total Expenditures	<u>\$750,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Justification: Clarification – Please provide the number of staff members, anticipated number of students and the duration of the summer program.

Line Item ID: 260-3-0077

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

ESSER III - Instruction - Supplies

Account Number

74-E-1000-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Supplies to assist in learning loss District Wide, the majority of this is a supply allocation for summer learning opportunities. Staff brings their ideas for their various Project Based Learning opportunities with a supply budget. Supplies are provided so students are not put the burden of purchasing supplies for the summer learning opportunity.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$100,000
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	\$200,000

Status

Task Force Review

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining specifically what will be purchased through this expenditure and how it is due to COVID-19.

Line Item ID: 260-3-0078

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

ESSER III - Software

Account Number

74-E-1000-653

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

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

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

Software renewals for items needed due to the pandemic and remote learning, not limited to the following: Zoom, SeeSaw, Instructure (Canvas) Lockdown Tool, MakeMusic, Kami, Citrix expanded licenses for students to login remotely, ScreenCastify, PearDeck, Overages for Acellus learning to assist in student catchup, Cardonex Scheduling Software, all software was purchased using ESSER funds previously, these renewals are the continuation of items needed due to COVID 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$40,000
Budgeted Expenditures in SFY 2023	\$200,000
Budgeted Expenditures in SFY 2024	\$125,000
Total Expenditures	<u>\$365,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Clarification: As stated, these are "renewals" and were all of these programs purchased with previous ESSER funds so this is a continuation? Were any of these programs provided (and purchased) prior to the current COVID-19 pandemic through other funding sources?

Line Item ID: 260-3-0079

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - Extra Duty

Account Number

74-E-1000-191

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use

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

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

Additional tutoring, both in-person and remote to help with student learning loss, times vary either in the morning before school or after school depending on staff availability.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,000
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$55,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide additional information as to when the tutoring will be provided. Is this during the school day and additional staff provided, or during non-school hours and provided through additional pay to staff members?

Line Item ID: 260-3-0080

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 NameESSER III - Business Ops - Emp
Medicare**Account Number**

74-E-2510-222

Function Code

2510 - Fiscal Services

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**2 - Coordination of COVID-19
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits for the Aide to COVID Coordinator on line 74. - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Assistant to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$637
Budgeted Expenditures in SFY 2024	\$675
Total Expenditures	<u>\$1,312</u>

Status

Task Force Review

Line Item ID: 260-3-0085

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - HS - Social Security - DHS

Account Number

74-E-2100-220

Function Code

2100 - Support Services (Students)

Object Code

221 - FICA - Employer's Contribution

Allowable Use

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

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

Benefits for The School Counselor on line 84.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$5,250

Budgeted Expenditures in SFY 2024 \$5,513

Total Expenditures \$10,763

Status

Task Force Review

Line Item ID: 260-3-0086

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - HS - Medicaid - DHS

Account Number

74-E-2100-222

Function Code

2100 - Support Services (Students)

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

Benefits for The School Counselor on line 84.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$1,125

Budgeted Expenditures in SFY 2024 \$1,181

Total Expenditures \$2,306

Status

Task Force Review

Line Item ID: 260-3-0087

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III - HS - Unemployment - DHS

Account Number

74-E-2100-250

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Benefits for The School Counselor on line 84.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$750
Budgeted Expenditures in SFY 2024	\$788
Total Expenditures	<u>\$1,538</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0263

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>
Mulvane	628 E. Mulvane, Mulvane, KS 67110	Box 130, Mulvane, KS 67110
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jay Ensley	jensley@usd263.org	(316) 777-1102

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jay Ensley	Superintendent of Schools	jensley@usd263.org	(918) 850-0314
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Carolyn Young		cyoung@usd263.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Trista Cuthbertson		tcuthbertson@usd263.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.usd263.com/vnews/display.v/ART/60d1f37d87072>

Use of Funds for CDC Guidance

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

For the 2022, 2023, and 2024 fiscal years, USD 263 will continue to monitor recommendations from local physicians, Sedgwick County Health Department, Kansas COVID Workgroup for Kids, Kansas Department of Health and Environment (KDHE), and the Center for Disease Control and Prevention (CDC). The district will monitor and adjust plans/safety protocols on an as-needed basis.

Funds will be used to provide preventive and mitigating strategies including but not limited to: appropriate masks for individuals that choose to wear one, additional hand sanitizing stations in the school, preventative maintenance practices of adhering to a strict schedule of ensuring filtering systems are changed on a regular basis for all buildings within the district, a rotation of electrostatic disinfectant machines, daily disinfecting of every classroom and frequent disinfection of high touch surfaces throughout the day, and additional training for staff on cleaning procedures.

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 during a student leadership group meeting to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

Expanded Social and Emotional learning and mental health
Additional technology for student use and better wifi
Tutoring
Vape detectors

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

Families

In developing our ESSER plan, we hosted focus groups and surveyed Parent Groups to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our parent group:

Summer Learning Programs
Expanded mental health and crisis support
Additional staff for academic and behavior interventions
Tutoring
Retention pay for all staff

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

School and District Administrators including Special Education Administration

In developing our ESSER plan, we conducted a survey with our SPED leadership group to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from the group:

Expanded mental health and crisis support -including PD for gen ed staff
Additional staff for academic and behavior interventions

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

In developing our ESSER plan, we conducted a survey with our Child Study Teams and teacher groups to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from the group:

Expanded mental health and crisis support -including PD for gen ed staff
Additional staff for academic and behavior interventions
Retention pay for all staff
Tutoring
Summer Learning Programs

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

Tribes

In developing our ESSER plan, we reached out to Mid-American All-Indian Center and spoke with Michelle Conine, Educational Coordinator, to gather information regarding suggestions to best meet the needs of students. The following supports received the most interest from this group:

- Expanded Social and Emotional learning and mental health
- Summer learning programs for all students
- Tutoring
- Additional staff for academic and behavior interventions

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

Civil Rights Organization including Disability Rights Organizations

In developing our ESSER plan, we reached out to Families Together to gather information regarding suggestions to best meet the needs of students. While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students:

- Expanded Social and Emotional learning and mental health
- Summer learning programs for all students
- Tutoring
- Additional staff for academic and behavior interventions
- Parent resource night for parents of students with disabilities

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

In developing our ESSER plan, we reached out to Ability Point and spoke with Kayla Graf, Youth Programs Coordinator, to gather information regarding suggestions to best meet the needs of students with disabilities. The following supports received the most interest from this group:

Expanded Social and Emotional learning and mental health

Summer learning programs for all students

Additional staff for academic and behavior interventions including opportunities for students to become involved and productive members of their community after graduation.

Parent resource night for parents of students with disabilities to inform families of resources available in the community

In developing our ESSER plan, we reached out to our three English Learner families to gather information regarding suggestions to best meet the needs of students who are English Learners. The following supports received the most interest from this group:

Summer learning programs for all students

Parent resource night for parents of students who are English Learners to inform families of resources available in the community

In developing our ESSER plan, we reached out to our 2 families who qualify as homeless, to gather information regarding suggestions to best meet the needs of students who are homeless. The following supports received the most interest from this group:

Expanded Social and Emotional learning and mental health

Summer learning programs for all students

Additional staff for academic and behavior interventions including opportunities for students to become involved and productive members of their community after graduation.

Parent resource night for parents of students who are underserved to inform families of resources available in the community

In developing our ESSER plan, we reached out to 5 foster care families and coordinated with ComCare and DCF, to gather information regarding suggestions to best meet the needs of students in foster care. The following supports received the most interest from this group:

Expanded Social and Emotional learning and mental health

Summer learning programs for all students

Additional staff for academic and behavior interventions including opportunities for students to become involved and productive members of their community after graduation.

Parent resource night for parents of students who are underserved to inform families of resources available in the community

In developing our ESSER plan, we reached out to Services Advocate, Joel Leiva, to gather information regarding suggestions to best meet the needs of migratory students. The following supports will be considered for migratory students:

Expanded Social and Emotional learning and mental health

Additional staff for academic and behavior interventions including opportunities for students to become involved and productive members of their community after graduation.

Parent resource night for parents of students who are underserved to inform families of resources available in the community

School Tutoring

Community outreach and School Supplies

USD 263 does not have any students who are incarcerated.

These areas mentioned complete our population of underserved students. Our ESSER plan takes these recommendations into consideration and the needs mentioned are ideas in the plan.

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

In developing our ESSER plan, we hosted focus groups and surveyed Patrons to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our survey results:

Additional staff for academic and behavior interventions
Additional Support for Extra-Curricular Activities
Summer Learning Programs
After-school Tutoring
Expanded mental health and crisis support
Retention pay for all staff

Our ESSER plan takes these 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.

The impacts of COVID-19 are prevalent when analyzing the district's spring Fastbridge data. Thirty percent of our K-1 students are not meeting the benchmark in mathematics and 55% of our K-1 students are not meeting the benchmark for the early reading assessment. As a district, 55% of our students are not meeting benchmark on the CBMreading assessment, which monitors reading fluency. For math, 41% of students tested (2nd-12th), did not meet the benchmark for the aMath assessment, which measures broad math abilities in operations and algebraic thinking; number and operations in Base Ten; number and operations with fractions; measurement and data; and geometry. In regards to students' mental health, data from mySAEBRS and SAEBRS reflects that approximately 25% of students are not meeting the benchmark.

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 263 will use funds to implement evidence-based interventions and strategies to address lost learning over the pandemic, which will engage students in Tier 1, 2, and 3 support both academically and emotionally. The evidence-based interventions will include: (1) a Summer Learning Program for Grades K-12 to address learning loss in reading and math; (2) Teaching Strategies: The Creative Curriculum. Early Learning and Pre-K curriculum materials and professional learning for teachers to use effectively; (3) 95 Percent Group materials and summer professional learning for teachers to use effectively. This curriculum will provide additional resources for general education teachers to provide Tier 2 reading support; (4) Capstone Connect - A database for educators providing instructional support and materials including a search interface to find instructional materials within PebbleGo Next and Capstone Interactive that support specific learning standards to address learning loss; (5) a Middle School and High School Tutoring Program - After-school tutoring time provided and available for all students grades 6-12 to support students with learning loss; (6) Edgenuity for students grades 9-12 to provide students with age-appropriate, online instruction as needed and give teachers the ability to monitor academic progress recovering from learning loss; (7) FASTBridge assessment system for student growth measures in reading, math, and SEL; data collection; (8) an Additional 1st grade teacher and an additional 2nd grade teacher -- FASTBridge early reading data indicates a significant loss (fall 2020 - fall 2021) for incoming 1st and 2nd grade students. We have approx. 50% of students below the benchmark, indicating a need for tiered supports within the general education classroom. An additional 1st grade teacher will reduce class size and assist in providing tier 1 literacy support.

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

USD 263 will use the remaining funds to provide students and staff with educational support and stability to overcome the challenges and disruptions to the educational process that have been observed during the pandemic. The support and stability measures that will be funded include: (1) Program materials – ESSDACK Math materials for organizing and planning for individualized plans of study to address individual student needs; (2) an Additional Social Worker at Mulvane High School to assist students and families with resources & counseling support. Due to COVID19, we have seen an increase in mental health concerns for students and families, especially those who were already in some type of distress; (3) Two additional classroom paras for the primary school. Following remote & hybrid learning, we have seen an increased need for student academic and behavioral support in early grades. The paras will serve both Special Ed and Gen Ed students in reading, math, and SEL skill development; (4) One additional para for the Mulvane High School. Following remote & hybrid learning, we have seen an increased need for student academic and behavior supports at the High School level. The para will serve Gen Ed students in Tier 3 reading, math, and SEL skill development; (5) Two additional Tech Paras to implement and support additional student devices added during the pandemic learning challenges; (6) Four Full Time Substitute Teachers. The full-time subs will be used to cover instruction for the multitude of daily absences of teachers due to COVID 19 reasons; (7) Capturing Kids Hearts - We are implementing a system-wide Tier 1 support for SEL. After remote & hybrid learning due to COVID19, we have seen an increase in emotional responses during communication and student escalated behavior; (8) Next Element Training for staff- During COVID19, we have seen a significant increase in emotional communication from all stakeholders. All certified staff will complete professional learning covering the Process Communication Model; (9) Retention Premium Pay. The premium pay is additional pay that is reasonable and necessary and consistent with 2 CFR § 200.430(f), and is provided to all eligible USD 263 staff, pursuant to the established plan in response to the COVID-19 pandemic, which is consistent with the collective bargaining agreement. Funds will be used to pay teachers and staff additional pay to avoid layoffs or shortages exacerbated by the pandemic.

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

The district will continue to monitor students' progress using a variety of diagnostics, screeners, and assessments. These include FastBridge Assessments for math, reading, and social emotional. In addition, all students K-3, and older students who show a need, are screened using the PAST (Phonological Awareness screening Test) and the QPS (Quick Phonics Screener). With the adoption of new math curriculums, iReady (K-8) and SAVAAS (9th-12th), teachers will use the provided assessments to monitor students' achievement and the embedded differentiation to ensure students' needs are met. Classroom walkthroughs will be regularly conducted. Observations will focus on high impact instructional strategies (clear learning targets, higher cognitive levels or learning, checking for student understanding, providing specific feedback, adjusting instruction based on student needs) and the explicit teaching and/or embedded exposure to a research-based social-emotional learning curriculum, such as Capturing Kids' Hearts and Second Step. With the increase in both certified and classified staff, the ability to see, respond to, and evaluate student work in a timely manner is positively impacted.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,756,703	\$0	\$1,756,703	ESSER III Allocations	\$351,341
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,756,703	\$0	\$1,756,703	Amount Still Needed	\$351,341
In Review Total	\$1,756,703	\$0	\$1,756,703	In Review Total	\$669,599
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
263-3-0001	Direct	True	1000	110	11A	\$320,000	Task Force Review
263-3-0002	Direct	True	1000	644	12	\$52,543	Task Force Review
263-3-0003	Direct	True	1000	644	12	\$12,000	Task Force Review
263-3-0004	Direct	True	1000	610	12	\$18,000	Task Force Review
263-3-0005	Direct	False	1000	644	12	\$10,000	Task Force Review
263-3-0006	Direct	True	1000	110	12	\$25,000	Task Force Review
263-3-0007	Direct	True	1000	610	9	\$63,000	Task Force Review
263-3-0008	Direct	True	1000	610	12	\$14,056	Task Force Review
263-3-0009	Direct	True	1000	110	16	\$55,000	Task Force Review
263-3-0010	Direct	True	1000	110	16	\$110,000	Task Force Review
263-3-0011	Direct	False	2100	110	16	\$125,000	Task Force Review
263-3-0012	Direct	False	1000	120	16	\$52,806	Task Force Review
263-3-0013	Direct	False	1000	120	16	\$18,000	Task Force Review
263-3-0014	Direct	False	2500	120	16	\$52,806	Task Force Review
263-3-0015	Direct	False	1000	115	16	\$35,374	Task Force Review
263-3-0016	Direct	False	1000	330	10	\$122,000	Task Force Review
263-3-0017	Direct	False	1000	330	3	\$14,375	Task Force Review
263-3-0018	Direct	False	1000	110	16	\$656,743	Task Force Review

Line Item Details

Line Item ID: 263-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

93 E 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

Wildcat University Summer Learning Program for Grades K-12 to address learning loss in reading and math. Instruction will be based on FASTbridge data. Budgeted expenditures include: Salaries for teachers, admin, nurse, speech-language pathologist, paras, and bus drivers. This will pay for 35 certified (1/2) day positions at \$2300 per position, and 33 classified staff positions at their normal hourly wage (avg. \$13/hour). For last summer of 2021, we spent \$151,005 for the Wildcat University Summer Learning Program from ESSER 2, using the same organizational set-up and pay structure. Therefore, we estimate that we will spend \$160,000 per summer for the 2022 and 2023 fiscal years.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$160,000**Budgeted Expenditures in SFY 2023** \$160,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$320,000**Status**

Task Force Review

Line Item ID: 263-3-0002

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

Textbooks

Account Number

93 E 1000 644

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

Teaching Strategies: The Creative Curriculum. Early Learning and Pre-K curriculum materials and professional learning for teachers to use effectively. This curriculum will provide additional resources for Pre-K education teachers to provide Tier 1, 2, & 3 reading support.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$52,543**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$52,543**Status**

Task Force Review

Line Item ID: 263-3-0003

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

Textbooks

Account Number

93 E 1000 644

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

95 Percent Group materials and summer professional learning for teachers to use effectively. This curriculum will provide additional resources for general education teachers to provide Tier 2 reading support.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,000
Budgeted Expenditures in SFY 2023	\$6,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$12,000</u>

Status

Task Force Review

Line Item ID: 263-3-0004

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

Software

Account Number

93 E 1000 610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Capstone Connect - A database for educators providing instructional support and materials including a search interface to find instructional materials within PebbleGo Next and Capstone Interactive that support specific learning standards to address learning loss. Capstone Connect supports K-5 educators and students in literacy growth, and reading for enjoyment.

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	<u>\$18,000</u>

Status

Task Force Review

Line Item ID: 263-3-0005

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

Textbooks

Account Number

93 E 1000 644

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

Summer Program materials ? ESSDACK Math materials for organizing and planning for individualized plans of study to address individual student needs.

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

Status

Task Force Review

Line Item ID: 263-3-0006

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

93 E 1000 110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Mulvane Middle School and High School Tutoring Program - After-school tutoring time provided and available for all students grades 6-12 to support students with learning loss. Teachers and paras will be compensated hourly based on a set schedule, for their time tutoring students after school. The schedule could amount to one hour per day after school, for 4 days each week. In total, we plan to pay 4 certified teachers (two at each secondary school), and two classified paras (one at each secondary school) to support the students. The teachers will be compensated \$30 per hour (per the negotiated agreement), and the paras will be compensated their normal hourly wage, which is generally less than \$15 per hour. The estimated cost for this program is around \$5,000 per semester for the program 6th-12th grades.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,000
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<u>\$25,000</u>

Status

Task Force Review

Line Item ID: 263-3-0007

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

93 E 1000 610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

Edgenuity for students grades 9-12 to provide students with age-appropriate, online instruction as needed and give teachers the ability to monitor academic progress recovering from learning loss.

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 ID: 263-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

Software

Account Number

93 E 1000 610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

FASTBridge assessment system for student growth measures in reading, math, and SEL; data collection.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,028
Budgeted Expenditures in SFY 2024	\$7,028
Total Expenditures	\$14,056

Status

Task Force Review

Line Item ID: 263-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

93 E 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

1 Additional 1st grade teacher -- FASTBridge early reading data indicates a significant loss (fall 2020 - fall 2021) for incoming 1st grade students. We have approx. 50% of students below benchmark, indicating a need for tiered supports within the general education classroom. An additional 1st grade teacher will reduce class size and assist in providing tier 1 literacy supports.

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

Status

Task Force Review

Line Item ID: 263-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

93 E 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

1 Additional 2nd grade teacher -- FASTBridge early reading data indicates a significant loss (fall 2020 - fall 2021) for incoming 2nd grade students. We have approx. 50% of students below benchmark, indicating a need for tiered supports within the general education classroom. An additional 2nd grade teacher will reduce class size and assist in providing tier 1 literacy supports.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$55,000
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	<u>\$110,000</u>

Status

Task Force Review

Line Item ID: 263-3-0011

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

93 E 1000 110

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

Additional Social Worker is needed at Mulvane High School to assist students and families with resources & counseling support. Due to COVID19, we have seen an increase in mental health concerns for students and families, especially those who were already in some type of distress.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$61,000
Budgeted Expenditures in SFY 2024	\$64,000
Total Expenditures	<u>\$125,000</u>

Status

Task Force Review

Line Item ID: 263-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

93 E 1000 120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

2 Additional classroom paras for the primary school. Following remote & hybrid learning, we have seen an increased need for student academic and behavior supports in early grades. The para will serve both Special Ed and Gen Ed students in reading, math, and SEL skill development.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,000
Budgeted Expenditures in SFY 2023	\$42,806
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$52,806</u>

Status

Task Force Review

Line Item ID: 263-3-0013

Allocation Type

Direct Allocation

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

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

Account Name

Salaries

Account Number

93 E 1000 120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

1 Additional para for the Mulvane High School. Following remote & hybrid learning, we have seen an increased need for student academic and behavior supports at the High School level. The para will serve Gen Ed students in Tier 3 reading, math, and SEL skill development.

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

Status

Task Force Review

Line Item ID: 263-3-0014

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

Salaries

Account Number

93 E 2500 120

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

2 Additional Tech Paras to implement & support additional student devices added during COVID 19 learning challenges.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,000
Budgeted Expenditures in SFY 2023	\$42,806
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$52,806</u>

Status

Task Force Review

Line Item ID: 263-3-0015

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

Salaries

Account Number

93 E 1000 115

Function Code

1000 - Instruction

Object Code115 - Temporary Certified Substitutes'
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

4 Full Time Substitute Teachers. The full time subs will be used to cover instruction for the multitude of daily absences of teachers due to COVID 19 reasons, including illness from COVID 19, or caring for a family member who is affected by COVID 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$35,374
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$35,374</u>

Status

Task Force Review

Line Item ID: 263-3-0016

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

Training

Account Number

93 E 1000 330

Function Code

1000 - Instruction

Object Code330 - Professional Employee Training
and Development 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**

Capturing Kids Hearts - We are implementing a system-wide Tier 1 support for SEL. After remote & hybrid learning due to COVID19, we have seen an increase in emotional responses during communication and student escalated behavior. Budget includes Capturing Kids Hearts initial 2 day training for all district staff and coaching support for implementation, as well as follow-up training and training for new staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,000
Budgeted Expenditures in SFY 2023	\$58,000
Budgeted Expenditures in SFY 2024	\$58,000
Total Expenditures	<u>\$122,000</u>

Status

Task Force Review

Line Item ID: 263-3-0017

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

Training

Account Number

93 E 1000 330

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

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

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

Next Element Training - During COVID19, we have seen a significant increase in emotional communication from all stakeholders. All certified staff will complete professional learning covering the Process Communication Model. This will be provided by Next Element consulting in Newton, KS.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$14,375
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$14,375</u>

Status

Task Force Review

Line Item ID: 263-3-0018

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

Salaries

Account Number

93 E 1000 110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Retention Premium Pay. The premium pay is additional pay that is reasonable and necessary and consistent with 2 CFR ? 200.430(f), and is provided to all eligible USD 263 staff, pursuant to the established plan in response to the COVID-19 pandemic, which is consistent with the collective bargaining agreement. Funds will be used to pay teacher and staff additional pay to avoid layoffs or shortages exacerbated by the pandemic.

Based on SFY 2022, we request reimbursement of premium pay that paid 277 employees \$1100 (based on continuous employment), 57 employees \$600 (based on recent employment), and 33 employees \$300 (substitutes and Rule 10 employees). After KPERS, Social Security, and Unemployment, the total came to \$376,862. The pay date for this was November 10, 2021. For SFY 2023, we plan to use the same criteria for continuous, recent, and substitute employment. With these estimated numbers being similar, it is projected to pay approximately 277 employees \$820 (based on continuous employment), 57 employees \$447 (based on recent employment), and 33 employees \$220 (substitutes and Rule 10 employees). After KPERS, Social Security, and Unemployment, the total cost for this premium pay will be approximately \$279,881. The payment will be disbursed on November 11, 2022.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$376,862
Budgeted Expenditures in SFY 2023	\$279,881
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$656,743</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0314

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>
Brewster	127 Kansas Avenue, Brewster, KS 677320220	PO Box 220, Brewster, KS 677320220
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Shelly Angelos	shelly.angelos@usd314.com	(785) 694-2236

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Shelly Angelos	Superintendent	shelly.angelos@usd314.com	(785) 694-2236
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Tarra Baumfalk		tarra.baumfalk@usd314.com	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

Plan for Safe Return

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

<http://usd314.weebly.com/>

Use of Funds for CDC Guidance

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

The ESSER III funds will be used to 1. Purchase HVAC mini-split units to improve indoor air quality and temperature in 6 classrooms for a Safe Learning Environment, and 2. Hire a part-time At-Risk teacher and part-time At-Risk teacher assistant for academically and behaviorally challenged students for Learning Recovery, and 3. Premium pay for Teacher and staff retention to maintain educators in a small rural Kansas district for Learning Recovery. NOTE that the responses collected from our survey indicate priority findings are 1) Teacher Retention as the top priority, 2) Additional personnel for student academic support as the second priority, and 3) Facility upgrades that support student health needs came in as the third priority. Please reference the link for survey details: https://docs.google.com/forms/d/1HxDmDL_d7x-UTdv5n7Zm74bvhVH16Z_No_di8SGpIDY/prefill

Stakeholder Engagement

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

Students

Quarterly Face to Face discussions during 2021-2022 provided opportunities for JH/HS students to give input about school system needs and decisions. Brewster Junior High and High School Students had the opportunity to provide input for developing the initial ESSER III plan. Students were provided a survey to document their perspectives on how additional ESSER funds could be used for Brewster school, within the allowable ESSER III fund guidelines. The ESSER III plan draft was shared for students to provide feedback.

Families

Twice a year parents/guardians are given the opportunity Face to Face to provide input regarding our school system through a needs assessment.

Brewster School families had the opportunity to provide input for developing the ESSER III plan. Parents and community members were provided a survey to document their perspectives on how additional ESSER funds could be used for Brewster school, within the allowable ESSER III fund guidelines. Multiple attempts were made to outreach parents and community members in an effort to solicit resource priorities. Board meetings are open for our public to provide monthly perspective, input, and feedback. The ESSER III plan draft was shared for parents/guardians to provide feedback.

School and District Administrators including Special Education Administration

There is only one school administrator in the small Brewster School District. This principal/superintendent developed the surveys for various stakeholders to provide feedback for ESSER III spending. The district administrator prepared recommendations for ESSER III plans for the Board of Education. Special Education Administrators who provide services to the school district through the Oakley Service Center were provided the opportunity to give input into the ESSER III spending plan. The ESSER III plan draft was shared for administrative feedback.

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

Monthly, educators are given the opportunity Face to Face to provide input regarding our school system through faculty meetings. Weekly, educators assess students' needs and adjust accommodations and interventions accordingly. All certified and classified staff were given the opportunity to provide input for developing the ESSER III plan. All staff members were provided a survey to document their perspectives on how additional ESSER funds could be used for Brewster school, within the allowable ESSER III fund guidelines. Multiple attempts were made in outreach to staff to solicit opinions. The ESSER III plan draft was shared for parents/guardians to provide feedback.

Tribes

Tribes are currently NOT present in our school or community as a subgroup. n/a

Civil Rights Organization including Disability Rights Organizations

The district reached out to the Kansas Human Rights Commission and the Disability Rights Center of Kansas. These two external Civil Rights organizations were provided a survey to document how ESSER III funds should best be used in the Brewster school system, within the designated parameters. In addition, our district has a designated Board member who participates monthly in cooperation with the Oakley Service Center that provides disability services to our district. Disability needs are determined with input from the area district. Service center personnel were provided a survey to document their perspectives on how additional ESSER III funds could be used for Brewster school, within the allowable ESSER III fund guidelines. The ESSER III plan draft was shared with representatives for disability services feedback. The district reached out for input from the Kansas Human Rights Commission and the Disability Rights Center of Kansas. These two organizations were provided a survey to document how ESSER III funds could best be used in the Brewster school system, within the designated parameters.

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

The input was requested from legal entities who work with our district and provide services in the Northwest Kansas area. Legal entities were provided a survey to document their perspectives on how additional ESSER funds could be used for Brewster school, within the allowable ESSER III fund guidelines. The ESSER III plan draft was shared with legal entities and stakeholders representing the interests of children with disabilities to provide feedback. Brewster does not have identified English learners presently.

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

The general public of the small Brewster School System is well represented in the student, family, and community stakeholder ESSER III survey. Input was taken into account in the preparation for the ESSER III Plan.

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

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

LEARNING LOSS: Impacts on our system include learning loss and meeting the unique needs of our students. Learning loss occurred when we were in remote learning mode and also when students and staff were out on various COVID quarantines. Evidence of learning loss (measured at the state level) shows up in some of our student's state assessment scores in the spring of 2022.

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

LEARNING LOSS: We plan to use ESSER III funds for a part-time at-risk teacher and a part-time at-risk teacher assistant to provide supplemental support for identified at-risk students (some with behaviors) to impact academic progress. We also plan to use ESSER III funds as premium payment to help compensate and retain our workforce. This use of ESSER III funds will assist the district by helping to maintain the personnel necessary to implement the district's recent adoption and purchase of FastBridge to screen and progress monitor all K-12 students, particularly those with social-emotional concerns & academic deficiencies, in the areas of behavior, reading, and mathematics.

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

SAFE LEARNING ENVIRONMENT: The remaining ESSER III funds will be used to purchase HVAC mini-split units to improve indoor air quality in 6 classrooms, for improved filtering and temperature controls for a Safe Learning Environment.

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

ACCOUNTABILITY: The district closely monitors the needs, setbacks, progress, and growth of all students. Behavioral and Academic Data is regularly updated and kept on file for students in a shared data warehouse. The impact of the ESSER III program funds will be tracked and reviewed each quarter. Evidence of ESSER III funds impacting the Brewster School System in positive ways will include, a. six classrooms with improved air quality and temperature controls, b. identified at-risk students provided additional intervention services/supports, and c. Staff retained and committed to the district in their work assignments. NOTE that the responses collected from our survey indicate priority findings are 1) Teacher Retention as the top priority, 2) Additional personnel for student academic support as the second priority, and 3) Facility upgrades that support student health needs came in as the third priority. The budget attached with this application will be followed and reported as regularly required. Please reference link for survey details: https://docs.google.com/forms/d/1HxDmDL_d7x-UTdv5n7Zm74bvhVH16Z_No_di8SGpIDY/prefill

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$131,579	\$0	\$131,579	ESSER III Allocations	\$26,316
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$131,579	\$0	\$131,579	Amount Still Needed	\$26,316
In Review Total	\$105,119	\$0	\$105,119	In Review Total	\$27,300
Amount Left	\$26,460	\$0	\$26,460	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
314-3-0001	Direct	False	1000	110	12	\$50,257	Task Force Review
314-3-0002	Direct	False	1000	120	12	\$27,562	Task Force Review
314-3-0003	Direct	True	1000	110	12	\$17,442	Task Force Review
314-3-0004	Direct	True	1000	120	12	\$9,858	Task Force Review

Line Item Details

Line Item ID: 314-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Inst.-Certified Salaries

Account Number

07-1000-110-01

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Premium pay for the purpose of staff retention impacting learning loss & academic recovery. There are a total of 20 certified staff that based off of their salary amount will receive 3.5% premium pay in FY2023 and again in FY2024. The pay dates will be December 2022, May 2023, December 2023 and May 2024.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$12,564

Budgeted Expenditures in SFY 2023 \$25,129

Budgeted Expenditures in SFY 2024 \$12,564

Total Expenditures \$50,257

Status

Task Force Review

Line Item ID: 314-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Inst.-Non-Certified Salaries

Account Number

07-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Premium pay for the purpose of staff retention impacting learning loss & academic recovery. There are a total of 20 non-certified staff that based off of their salary amount will receive 3.5% premium pay in FY2023 and again in FY2024. The pay dates will be December 2022, May 2023, December 2023 and May 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,890
Budgeted Expenditures in SFY 2023	\$13,781
Budgeted Expenditures in SFY 2024	\$6,891
Total Expenditures	<u>\$27,562</u>

Status

Task Force Review

Line Item ID: 314-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

Inst.-Certified Salaries

Account Number

07-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

At Risk part-time teacher for the purpose of learning loss & academic recovery.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$8,721
Budgeted Expenditures in SFY 2023	\$8,721
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$17,442</u>

Status

Task Force Review

Line Item ID: 314-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Inst.-Non-Certified Salaries

Account Number

07-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

At Risk part-time teacher aid for the purpose of learning loss & academic recovery.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,929
Budgeted Expenditures in SFY 2023	\$4,929
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$9,858</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0378

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>
Riley County	204 W. Kansas Ave., Riley, KS 665310326	P.O. Box 326, Riley, KS 665310326
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Cliff Williams	cwilliams@usd378.org	(785) 485-4000

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sandy Glessner	Treasurer	sandyglessner@usd378.org	(785) 485-4000

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/1341067/COVID-19_Reopening_plan_22021-22.pdf

Use of Funds for CDC Guidance

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

How will the funds be used to implement prevention and mitigation strategies that are 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 378 has operated in-person since August 2020. Funds have been used to provide for an extra custodian that sanitizes and disinfects both schools as well as the district office. In the 2020-2021 school year, we had very structured practices for entering the building and limited outside visitors. Cleaning supplies were provided to each staff member. Students entered each morning by taking their temperature, wearing a mask and regular hand washing. In 2021-2022 school year, the Board of Education took action to make masks optional, hired a COVID tester to meet CDC requirements and adjusted as rules were adjusted. Temperature checks are no longer required upon entrance in each building.

Stakeholder Engagement

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

Students

In developing our ESSER plan, we conducted a survey and discussed with students regarding their highest levels of need for pandemic related instruction and support. Leadership analyzed the survey results and followed up with focus groups discussion with students in grades six through twelve. The following supports received the most interest from our students:

1. Providing additional technology for student use.
2. Facility upgrades that support student health needs.
3. Expand social and emotional learning and mental health services.
4. Additional instructional materials and resources.

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 a parent/community surveys and have also engaged our building and district leadership team. District leadership held monthly meetings to discuss programs, associated costs, personnel, data, and stakeholder feedback. Building leadership held discussions at Site Council meetings, informally at school events, and disseminated information via the district newsletter and website.

Through the surveys and conversations, the following items received the highest interest:

1. Expand social and emotional learning and mental health services.
2. Additional instructional materials and resources.
3. After school tutoring program.
4. Summer learning program.

School and District Administrators including Special Education Administration

District and building level administrators collaborate monthly regarding district needs including analyzing stakeholder feedback and district needs. Administrators meet regularly with Special Education Administration. Feedback was provided from the Twin Lakes Special Education Cooperative staff and administration.

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 district administrators, special education administration, staff, students, parents, and professional educational organizations. Our plan is reflective of the various conversations include:

- Inservice activities
- Site Council meetings at building and district level
- High school Student Council
- Surveys
- Board meetings

The ESSER III Survey was sent out to students, parents, patrons, and staff.

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:

- Inservice activities centered on small and large group discussions on the ESSER III Funding Survey results, research based activities and priorities.
- Site Council meetings at building and district level discussions centered on survey results.
- High school Student Council discussions centered on student survey results and priorities.
- Board meetings discussions centered on ESSER III Funding Survey results and priorities for students, staff and parents.

Tribes

Our student information system indicated one family identifying as Native American Indian and the parent survey response includes that family did mark the category. The response is within the compilation of the parent survey results.

USD 378 does not have a tribe or tribal land within 50 miles of our district according to National Council of American Indians listing.

Civil Rights Organization including Disability Rights Organizations

District leadership created a list of community and service organizations within our 3 rural communities. Most local organizations are more service oriented than civil rights organizations. We did not identify a specific organization from the potential Kansas resources. The individuals that our student information system indicated may be associated with a civil rights organization are parents and completed the parent survey.

Although we did not receive feedback from a specific organization, we have been intentional in implementing supports that we believe support all student populations.

USD 378 Riley County is basically a bedroom community to Manhattan and is a small rural school district. There is very little diversity in ethnicity in our community. There is very little business in our three small communities of Keats, Leonardville and Riley.

We reached out to the civil rights in our district with the ESSER III Funding survey to seek feedback regarding suggestions to best meet the needs of our students. We had one family identify with Tribes and several with Children with Disabilities and Foster Children. Additional stakeholders representing civil rights groups, tribal interests, foster children and Department of Children and Families were contacted. No additional feedback was received.

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

7/11/2022

We have 13 Civic groups (Leonardville Lions, Leonardville Pride, Leonardville Hustler's 4-H club, Riley Rascals 4-H club, Wildcat 4-H club, Leonardville Area Business Association, Riley Pride, Keats Lions Club, Boy Scouts, Girl Scouts, American Legion Auxiliary #40, American Legion Post #40, Sons of American Legion, and American Legion Riders Post #40) in our community. However, these organizations are service oriented. We did reach out to the Leonardville Hustler's 4-H club and Riley Rascals 4-H club leaders since they work with children. Both leaders are also parents of students in our school district. One leader completed our survey as a parent. The other leader did not respond to us. Based on the tool kit the organizations mentioned are based out of Manhattan. We also looked at the occupation of the parents of our students, and did not find any that were linked to a Civil Rights Organization. Therefore, we were not able to collect any information.

8/3/2022

We reached out to the following Civil Rights Organizations that are near our school district/community: Boys & Girls Club of Manhattan, Kansas Big Brothers Big Sisters, Sunflower CASA Project Inc., Manhattan Emergency Shelter, Inc., Big Lakes Developmental Center, Manhattan Alliance for Peace and Justice. The only organization that spoke to us or responded to our emails was the Manhattan Emergency Shelter, Inc. The contact there had no opinion as to how the funds should be spent. However, she did say that the trend that they are seeing is that mothers have to leave the work force due to the lack of childcare. Also more mental health issues and a rise in substance abuse.

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

Based on the survey results, 1.8% identified with this category. Our student information system identifies that we provide instruction to at least two groups mentioned in this category; special needs and foster children. Conversations have occurred with representatives of the groups in developing our ESSER support plan. Various data reports were analyzed, including attendance, behavior, academics, state testing, FastBridge math and reading, and SAEBRS. Counselors, the social worker and special education staff had conversations and provided the following suggestions:

1. Additional personnel support for academic intervention.
2. Additional behavior support and interventions.
3. Additional instructional materials and resources.
4. Expanded social and emotional learning and mental health services.

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

District leadership has shared survey information and feedback with the Board of Education, Site Councils, student focus groups. Information has been available via the district newsletter and website.

- Use the charts and graphs from the results of the survey to create a brief PowerPoint or InfoGraphic of the information and send this information to all stakeholders via email or post on your website.
 - o USD 378 shared charts and graphs from the survey results with staff and Board of Education.
 - o Articles regarding the survey results were published in the district newsletter and district website.
- Determine themes from any focus group conversations and share those themes with all stakeholders via email or post on your website
 - o USD 378 results were divided into themes for the parent, student and staff survey results and share with staff and Board of Education.
- Share the results of the survey and focus groups with any new or existing district and school leadership teams, Site Councils, planning teams, focus groups, etc.
 - o USD 378 administration shared survey results with high school Student Council.
 - o Administration shared survey results with building Site Council members.
- Consider sharing your finalized plans in any newsletter or communications that you utilize regularly
 - o Survey results were published in the district newsletter, The Riley Countian.

7/11/2022

To obtain input from various groups in our school district, we sent out surveys. First, we emailed a google form, through our student information system, to all of the parents of our student body. This survey and reminder went to 715 parent/guardian email addresses. We received 153 responses. The survey was also sent to our 7 - 12 students which is 312. From that group we received 127 responses. The responses we received from our students was then shared with our student leadership groups to discuss the results. Lastly, we sent survey emails to our faculty (67). we received 47 back.

Below are our survey results.

Funding Survey Priorities

	Parents (153)	Staff (47)	Students (127)
Summer learning program	5	7	11
After school tutoring program	4	5	7
Additional personnel support for academic intervention	6	1	8
Additional behavioral support and interventions	7	2	10
Additional instructional materials and resources	3	3	4
Expanded social and emotional learning and mental services	2	4	4
Providing additional technology for student use	8	6	2
Offering additional extra-curricular activities	1	8	1
Offering more teacher professional development to support teacher growth	9	5	9
Purchasing additional supplies to sanitize and clean facilities	11	9	6
Facility upgrades that support student health needs	10	7	3

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

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has had an impact on our students due to the loss of instruction and structure in the spring of 2020. USD 378 was maintaining remote learning from March to May in 2020. The district purchased teacher licenses for Zoom and each teacher had access to Google Classroom. Each student in grades four through twelve had a ChromeBook. Students in kindergarten through grade three had access to an I-Pad. Teachers created a structure learning plan.

In August of 2020, students returned to in-person learning. Procedures were place to assist in mitigating the spread of COVID including social distancing, separate seating at lunch and water fountains only for water bottles. Teachers noted at that time the decline in reading skills and math skills based off student assessment data. Teachers also noted the elevated need in students' social and emotional needs based on the SAEBRS data. The newly hired social worker and school counselors were collaborating on meeting student needs.

Building leadership and teachers have analyzed data relating to attendance, behavior, visits to the nurse and counselor, Communities That Care survey results, FastBridge and SAEBRS data, Kansas State Interim and Summative assessments, and teacher observations.

7/11/2022

COVID-19 has had an impact on all of our students. We have a total enrollment of 638. Students with disabilities 86 which is 13%; English Learners 0; students in foster care 4 or 1%; students in poverty 96 or 15%.

The link provides research information on the proposed programs we plan to purchase. We have found that these programs are considered in the moderate tier.

Second Step: <https://ies.ed.gov/ncee/wwc/Intervention/792>; <https://www.secondstep.org/research>;

<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/623>; <https://www.evidenceforessa.org/programs/social-emotional/second-step-social-emotional-learning>

Trauma Sensitive:

https://ies.ed.gov/ncee/edlabs/regions/southwest/events/pdf//Trauma_archive/Questions_Resources/RELSW_Trauma_Webinar-Questions_508.pdf; https://d2jb59s61v13vs.cloudfront.net/wp-content/uploads/2019/02/TLPI-Final-Report_Full-Report-002-2-1.pdf

Conscious Discipline: <https://consciousdiscipline.com/methodology/>;

<https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/23>

Lions Quest: <https://ies.ed.gov/ncee/wwc/Intervention/269>; <https://ies.ed.gov/ncee/wwc/evidencesnapshot/283>

Preschool program: <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/512>

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 378 is a rural district and is basically a bedroom community to Manhattan. There is limited businesses in Riley and Leonardville. An after school program had been discussed for many years and one was established for the 2021-2022 school year. With ESSER III monies, USD 378 proposes the following:

1. Hire additional staff to provide remediation as well as structured intervention strategies with identified students in PreK- 12.
2. Add eight student contact days to the 2022-2023 school calendar.
3. Purchase Second Step Social Emotional Learning for K-8 and Lions Quest social emotional resources for the high school.
4. Purchase materials and resources for Project Based Learning in grades five through eight.
5. Provide extended learning, before and/or after school either in small groups or 1:1.

7/11/2022

The link provides research information on the proposed programs we plan to purchase. We have found that these programs are considered in the moderate tier.

Second Step: <https://ies.ed.gov/ncee/wwc/Intervention/792>; <https://www.secondstep.org/research>;
<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/623>; <https://www.evidenceforessa.org/programs/social-emotional/second-step-social-emotional-learning>

Trauma Sensitive:

https://ies.ed.gov/ncee/edlabs/regions/southwest/events/pdf/Trauma_archive/Questions_Resources/RELSW_Trauma_Webinar-Questions_508.pdf; https://d2jb59s61v13vs.cloudfront.net/wp-content/uploads/2019/02/TLPI-Final-Report_Full-Report-002-2-1.pdf

Conscious Discipline: <https://consciousdiscipline.com/methodology/>;

<https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/23>

Lions Quest: <https://ies.ed.gov/ncee/wwc/Intervention/269>; <https://ies.ed.gov/ncee/wwc/evidencesnapshot/283>

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 378 is a rural district and is basically a bedroom community to Manhattan. There is limited businesses in Riley and Leonardville. An after school program had been discussed for many years and one was established for the 2021-2022 school year. With ESSER III monies, USD 378 proposes the following:

1. Hire additional staff to provide remediation as well as structured intervention strategies with identified students in PreK- 12.
2. Add eight student contact days to the 2022-2023 school calendar.
3. Purchase Second Step Social Emotional Learning for K-8 and Lions Quest social emotional resources for the high school.
4. Purchase materials and resources for Project Based Learning in grades five through eight.
5. Provide extended learning, before and/or after school either in small groups or 1:1.

7/11/2022

The link provides research information on the proposed programs we plan to purchase. We have found that these programs are considered in the moderate tier.

Second Step: <https://ies.ed.gov/ncee/wwc/Intervention/792>; <https://www.secondstep.org/research>;
<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/623>; <https://www.evidenceforessa.org/programs/social-emotional/second-step-social-emotional-learning>

Trauma Sensitive:

https://ies.ed.gov/ncee/edlabs/regions/southwest/events/pdf/Trauma_archive/Questions_Resources/RELSW_Trauma_Webinar-Questions_508.pdf; https://d2jb59s61v13vs.cloudfront.net/wp-content/uploads/2019/02/TLPI-Final-Report_Full-Report-002-2-1.pdf

Conscious Discipline: <https://consciousdiscipline.com/methodology/>;

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Lions Quest: <https://ies.ed.gov/ncee/wwc/Intervention/269>; <https://ies.ed.gov/ncee/wwc/evidencesnapshot/283>

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 378 has implemented data tools such as SAEBRS FastBridge to assess students' emotional needs three times per year. Time is provided for teachers to analyze data and establish action plans for meeting student needs. The district will purchase two programs that provide age appropriate strategies and activities. Middle school will continue to provide students with access to Relate 360 presenters that address social emotional issues. High school will bring in speakers from Pawnee Mental Health and TASN to assist teachers with becoming Trauma Informed.

1. Purchase Second Step Social Emotional Learning for K-8.

2. Lions Quest social emotional resources for the high school in conjunction with Pawnee Mental Health and TASN Trauma Informed Schools.

7/11/2022

The link provides research information on the proposed programs we plan to purchase. We have found that these programs are considered in the moderate tier.

Second Step: <https://ies.ed.gov/ncee/wwc/Intervention/792>; <https://www.secondstep.org/research>;

<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/623>; <https://www.evidenceforessa.org/programs/social-emotional/second-step-social-emotional-learning>

Trauma Sensitive:

https://ies.ed.gov/ncee/edlabs/regions/southwest/events/pdf/Trauma_archive/Questions_Resources/RELSW_Trauma_Webinar-Questions_508.pdf; https://d2jb59s61v13vs.cloudfront.net/wp-content/uploads/2019/02/TLPI-Final-Report_Full-Report-002-2-1.pdf

Conscious Discipline: <https://consciousdiscipline.com/methodology/>;

<https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/23>

Lions Quest: <https://ies.ed.gov/ncee/wwc/Intervention/269>; <https://ies.ed.gov/ncee/wwc/evidencesnapshot/283>

COVID-19 has had an impact on all of our students. We have a total enrollment of 638. Students with disabilities 86 which is 13%; English Learners 0; students in foster care 4 or 1%; students in poverty 96 or 15%; students of color 14 or 3%; students experiencing homelessness 0; and migratory students 0.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$584,321	\$0	\$584,321
Approved Total	\$0	\$0	\$0
Amount Left	\$584,321	\$0	\$584,321
In Review Total	\$584,321	\$0	\$584,321
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$116,865
Approved Total	\$0
Amount Still Needed	\$116,865
In Review Total	\$260,931
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
378-3-0001	Direct	False	2300	300	15	\$1,500	Task Force Review
378-3-0002	Direct	True	1000	110	12	\$29,958	Task Force Review
378-3-0003	Direct	False	1000	210	15	\$3,042	Task Force Review
378-3-0004	Direct	False	3100	120	12	\$5,783	Task Force Review
378-3-0005	Direct	False	3100	220	12	\$550	Task Force Review
378-3-0006	Direct	False	2600	120	12	\$6,886	Task Force Review
378-3-0007	Direct	False	2600	220	12	\$700	Task Force Review
378-3-0008	Direct	False	2400	120	12	\$5,783	Task Force Review
378-3-0009	Direct	False	2400	220	12	\$550	Task Force Review
378-3-0010	Direct	False	2200	120	12	\$2,383	Task Force Review
378-3-0011	Direct	False	2200	220	12	\$200	Task Force Review
378-3-0012	Direct	False	1000	120	12	\$2,883	Task Force Review
378-3-0013	Direct	False	1000	220	12	\$200	Task Force Review
378-3-0014	Direct	False	2200	120	12	\$2,983	Task Force Review
378-3-0015	Direct	False	2200	220	12	\$300	Task Force Review
378-3-0016	Direct	False	2100	120	12	\$4,483	Task Force Review
378-3-0017	Direct	False	2100	220	12	\$300	Task Force Review
378-3-0018	Direct	False	1000	120	12	\$1,833	Task Force Review
378-3-0019	Direct	False	1000	220	12	\$100	Task Force Review
378-3-0020	Direct	False	2710	120	12	\$6,983	Task Force Review
378-3-0021	Direct	False	2710	220	12	\$700	Task Force Review
378-3-0022	Direct	False	2600	622	12	\$7,232	Task Force Review
378-3-0023	Direct	False	2600	410	12	\$7,864	Task Force Review
378-3-0024	Direct	False	2600	490	12	\$1,000	Task Force Review
378-3-0025	Direct	False	2600	621	12	\$1,268	Task Force Review
378-3-0026	Direct	False	2710	626	12	\$1,880	Task Force Review
378-3-0027	Direct	False	2730	800	12	\$4,240	Task Force Review
378-3-0028	Direct	False	3100	630	12	\$7,120	Task Force Review
378-3-0029	Direct	False	3100	800	12	\$2,000	Task Force Review
378-3-0030	Direct	False	2600	610	12	\$832	Task Force Review

378-3-0031	Direct	False	2600	610	12	\$1,448	Task Force Review
378-3-0032	Direct	True	1000	110	12	\$181,289	Task Force Review
378-3-0033	Direct	True	1000	110	12	\$49,684	Task Force Review
378-3-0034	Direct	False	1000	120	12	\$24,640	Task Force Review
378-3-0035	Direct	False	1000	220	12	\$2,218	Task Force Review
378-3-0036	Direct	False	1000	644	12	\$12,236	Task Force Review
378-3-0037	Direct	False	1000	610	12	\$30,000	Task Force Review
378-3-0038	Direct	False	1000	110	16	\$5,625	Task Force Review
378-3-0039	Direct	False	1000	220	16	\$500	Task Force Review
378-3-0040	Direct	False	2600	610	7	\$5,725	Task Force Review
378-3-0041	Direct	False	1000	300	16	\$115,540	Task Force Review
378-3-0042	Direct	False	1000	110	12	\$4,000	Task Force Review
378-3-0043	Direct	False	2200	680	12	\$20,000	Task Force Review
378-3-0044	Direct	False	2200	320	3	\$10,000	Task Force Review
378-3-0045	Direct	False	2200	320	10	\$9,880	Task Force Review

Line Item Details

Line Item ID: 378-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Professional Service

Account Number

77260

Function Code

2300 - Support Services (General Administration)

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. COVID-19 changed so many aspects of our school, school program, faculty, staff and our students. Each of us assisted with the additional requirements needed to remain open. We also lost a few employees some because of COVID-19 and others just because it was a good time to retire. Along with the extra work for the faculty and staff, additional work was added to our office staff. By hiring a grant writer our office staff could continue to focus on their regular duties. A specific grant writer is able to really focus on how COVID-19 impacted our students and community. The grant writer can provide a centralized person to communicate among the stakeholders, and organize strategies and review protocols. Through the direction of the grant writer our administration will be able to recruit individuals to fill the new positions. These positions are specifically needed to assist our students and help them return to grade level from the effects of COVID-19. Based on stakeholder feedback and student data from surveys, it is recommended and would be supported for our school district to add FastBridge and SAEBRS, additional student time during the school day and provide additional resources.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

77010

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 at-risk teacher will provide direct instruction for grades 9-12 students that are experiencing learning loss due to COVID-19 as indicated on our local assessments. The student population includes all underserved sub-groups including, special education, poverty (Title I schools), homeless, various ethnic groups and children/youth in foster care. Though we were able to remain open through these COVID-19 times, our students, faculty, staff and community were impacted. Therefore, based on student data and stakeholder feedback, it is recommended that the district add additional student contact days. COVID-19 took away critical learning time from our students. Through adding additional student contact days we can address our student needs, provide additional resources, and personnel support for academic intervention due to the impact of COVID-19. We also find that research indicates additional practice helps students progress at a greater rate. Our data indications that by adding a High School .5 At-Risk Teacher we can offer more instruction to the students that are behind due the impact of COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$29,958
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$29,958</u>

Status

Task Force Review

Line Item ID: 378-3-0003

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

Health Insurance

Account Number

77090

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Due to COVID-19 we have found it difficult to recruit employees and keep them. Benefits offered to the employee helps us be competitive and fill open positions. Therefore, offering partial paid health insurance to our new At-Risk Teacher position is crucial. The teacher in this position will coordinate and collaborate with other teachers to identify students needing assistance and provide appropriate instruction to help our students get back on track due to the impact of COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,042
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,042</u>

Status

Task Force Review

Line Item ID: 378-3-0004

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

Food Service Salaries

Account Number

77420

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district is adding additional student contact days. These additional days will address our student needs, provide additional resources, and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. Due to adding additional student contact days, food service personnel will be required to work additional days. The district employs seven food service personnel. The cost to operate food service department, hourly wage, is approximately \$722.88 per day.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,783
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,783</u>

Status

Task Force Review

Line Item Comment from KSDE

5/10/22: Please provide a description and justification for the increase of 8 student contact days to the annual district/school calendar. Please clarify how many food service salaries are included in the Total Expenditure. The narrative needs to include how this expenditure will address a COVID-19 need.

Line Item ID: 378-3-0005

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

Food Service Soc Sec

Account Number

77430

Function Code

3100 - Food Service Operations

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

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district is adding 8 additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. By adding additional days increases salary expenses which in turns adds to the employer cost of payroll taxes.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$550
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$550</u>

Status

Task Force Review

Line Item ID: 378-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Custodial Salaries

Account Number

77290

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district is adding 8 additional student contact days. These additional days will address our student needs, provide additional resources, and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. Due to adding additional student contact days, our custodial staff will be required to work the additional days. With the additional student contact days, a custodial staff is needed to maintain protocols for daily needs as well as maintaining our high standard of cleanliness and sanitation in mitigating COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,886
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,886</u>

Status

Task Force Review

Line Item ID: 378-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Custodial Social Security

Account Number

77300

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$700
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$700</u>

Status

Task Force Review

Line Item ID: 378-3-0008

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

Building Secretary Salary

Account Number

77270

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Due to adding additional contact days requires the secretarial personnel at each building. Two secretaries per building are present each student contact day. The district added student contact days to assist students who fell behind due to the impact of COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,783
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,783</u>

Status

Task Force Review

Line Item ID: 378-3-0009

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

Building Secretary Soc Sec

Account Number

77280

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$550
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$550</u>

Status

Task Force Review

Line Item ID: 378-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Library Aide Salaries

Account Number

77190

Function Code

2200 - Support Services (Instructional Staff)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. A library aide is present at each building when students are present. With adding student contact days to the calendar, this extends the contract for the two library media aides.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,383
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,383</u>

Status

Task Force Review

Line Item ID: 378-3-0011

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

Library Aide Soc Sec

Account Number

77210

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$200
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$200</u>

Status

Task Force Review

Line Item ID: 378-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Classroom Aide Salaries

Account Number

77070

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. A classroom aide is present when students are present. With adding student contact days to the calendar, this extends the contract for the classroom aide.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,883
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,883</u>

Status

Task Force Review

Line Item ID: 378-3-0013

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

Classroom Aide Soc Sec

Account Number

77120

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

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$200
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$200</u>

Status

Task Force Review

Line Item ID: 378-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Technology Salaries

Account Number

77200

Function Code

2200 - Support Services (Instructional Staff)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Technology support personnel are present when student and staff are present. With adding student contact days to the calendar, this extends the contract for the three technology personnel.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,983
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,983</u>

Status

Task Force Review

Line Item ID: 378-3-0015

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

Technology Soc Sec

Account Number

77220

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$300
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$300</u>

Status

Task Force Review

Line Item ID: 378-3-0016

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

Nurse Salaries

Account Number

77170

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. The district maintains a full time nurse at the grade school when students are present. Adding additional days to the student calendar requires the need to extend the nurse's time therefore an increase in the salary expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,483
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,483</u>

Status

Task Force Review

Line Item ID: 378-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Nurse Soc Sec

Account Number

77180

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$300
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$300</u>

Status

Task Force Review

Line Item ID: 378-3-0018

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

At-Risk Aide Salaries

Account Number

77060

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. An At-Risk Aide is present when students are present. The aide works directly with the kindergarten through grade two teachers and students in need due to the impact of COVID-19 on learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,833
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,833</u>

Status

Task Force Review

Line Item ID: 378-3-0019

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

At-Risk Aide Soc Sec

Account Number

77100

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

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$100</u>

Status

Task Force Review

Line Item ID: 378-3-0020

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

Transportation Salaries

Account Number

77380

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. Due to adding student days our transportation cost will increase. This expense covers a daily cost times 8 to run all routes during school.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$6,983
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$6,983</u>
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Status

Task Force Review

Line Item Comment from KSDE

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Line Item ID: 378-3-0021

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

Transportation Soc Sec

Account Number

77390

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$700
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$700</u>

Status

Task Force Review

Line Item ID: 378-3-0022

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

Electricity

Account Number

77370

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

622 - Electricity

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. By extending the number of student days, the district electricity expense will be increased.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,232
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,232</u>

Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 378-3-0023

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

Water/Sewer

Account Number

77310

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

410 - Utility Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense. By extending the number of student days, the district water/sewer expense will be increased.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,864
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,864</u>

Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 378-3-0024

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

Trash Service

Account Number

77320

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

490 - Other 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

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. By extending the number of student days, the district trash expense will be increased.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,000</u>

Status

Task Force Review

Line Item Comment from KSDE

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Line Item ID: 378-3-0025

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

Propane

Account Number

77360

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

621 - Natural Gas (gas utility services e.g. heating)

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. The propane expense is for heating the facilities and water supply.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,268
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,268</u>

Status

Task Force Review

Line Item ID: 378-3-0026

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

Vehicle Gas

Account Number

77400

Function Code

2710 - Vehicle Operation

Object Code

626 - Gasoline

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. The vehicle gas expenditure is for buses that transport the students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,880
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,880</u>

Status

Task Force Review

Line Item Comment from KSDE

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Line Item ID: 378-3-0027

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

Vehicle Repairs

Account Number

77410

Function Code2730 - Vehicle Servicing and
Maintenance**Object Code**800 - DEBT SERVICE AND
MISCELLANEOUS**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. The vehicle repair expenditure is to maintain the bus fleet due to adding student contact days.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,240
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,240</u>

Status

Task Force Review

Line Item ID: 378-3-0028

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

Food and Milk

Account Number

77440

Function Code

3100 - Food Service Operations

Object Code

630 - Food and Milk

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. The food and milk expenditure is to supply food and milk for student breakfast and lunch for additional student contact days.

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	\$7,120
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$7,120</u>
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Status

Task Force Review

Line Item ID: 378-3-0029

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

Electricity

Account Number

77450

Function Code

3100 - Food Service Operations

Object Code800 - DEBT SERVICE AND
MISCELLANEOUS**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. The extra electricity to power the facilities and equipment to provide services to our students and staff.

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	<u>\$2,000</u>

Status

Task Force Review

Line Item ID: 378-3-0030

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

Cleaning Supplies

Account Number

77330

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

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

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. Cleaning and supplies expenditure is to clean and sanitize the building for the additional student contact days.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$832
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$832</u>

Status

Task Force Review

Line Item ID: 378-3-0031

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

General Supplies

Account Number

77350

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

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

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. The general supplies and materials expenditure is to provide for staff and students for additional student contact days.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,448
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,448</u>

Status

Task Force Review

Line Item ID: 378-3-0032

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

Certified Salaries

Account Number

77020

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

The three additional licensed personnel will provide direct instruction to students (1 staff for students in grades 3-5 and 2 staff members for students in grades 9-12) that are experiencing learning loss due to COVID-19 as indicated on our local assessments. The student populations to be served include sub-group populations for special education, poverty (Title I schools), homeless, various ethnic groups and children/youth in foster care. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense. One additional teacher will provide academic support and intervention for students in grades three through five and two additional teachers will provide support and intervention for students in grades nine through twelve.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$181,289
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$181,289</u>

Status

Task Force Review

Line Item ID: 378-3-0033

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

Certified Salaries

Account Number

77030

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

A licensed Interventionist will provide direct instruction to students in grades 6-8 for students that are experiencing learning loss due to COVID-19 as indicated on our local assessments. The student population includes all underserved sub-groups including, special education, poverty (Title I schools), homeless, various ethnic groups and children/youth in foster care. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense. One additional teacher will provide academic support and intervention for students in grades six through eight.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$49,684
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$49,684</u>

Status

Task Force Review

Line Item ID: 378-3-0034

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

Classified Salaries

Account Number

77080

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense. A teacher aide will provide academic support and intervention for students in kindergarten through second grade.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$24,640
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$24,640</u>

Status

Task Force Review

Line Item ID: 378-3-0035

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

Classified Salaries Soc Sec

Account Number

77130

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

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,218
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,218</u>

Status

Task Force Review

Line Item ID: 378-3-0036

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

Teaching Supplies

Account Number

77160

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. Teachers researched ELA materials and chose Wonders Literacy Curriculum by McGraw Hill.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$12,236
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$12,236</u>
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Status

Task Force Review

Line Item ID: 378-3-0037

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

Teaching Supplies

Account Number

77150

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

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. The move to provide materials for project based learning in grades five through eight is to address learning gaps due to the impact of COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$30,000</u>

Status

Task Force Review

Line Item ID: 378-3-0038

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

Certified Salaries

Account Number

77050

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense. Nine teachers in grades five through eight will spend time researching materials and supplies to move to project-based learning. Curriculum maps will be adjusted and time will be spent planning and preparing for the 2022-2023 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,625
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,625</u>

Status

Task Force Review

Line Item Comment from KSDE

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Allocation Type

Direct Allocation

Is this 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 Soc Sec

Account Number

77110

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. When employing staff, benefit packages are a standard operating expense.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$500</u>

Status

Task Force Review

Line Item ID: 378-3-0040

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

PPE Supplies

Account Number

77340

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

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. The mitigation of COVID-19 requires a routine and supplies on a daily basis.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,725
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,725</u>

Status

Task Force Review

Line Item ID: 378-3-0041

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

Purchased Prof & Tech Service

Account Number

77140

Function Code

1000 - Instruction

Object Code300 - 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**

To support all staff as they provide extra services and are willing to continue to work during the pandemic. This retention pay will be for the additional duties that are above and beyond each person's contractual job. The Retention pay is for all staff (currently 105 employees). The Retention Pay is \$1,000.00 for each classified and certified personnel based on their FTE (full time equivalent work schedule ie half day work .5). The cost includes employer taxes (FICA, Soc. Sec., etc.). Additional duties can and will include increased development of resources, supports, and interventions; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected needs caused by the pandemic. This Retention Pay will be given the spring of 2023 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$115,540
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$115,540</u>

Status

Task Force Review

Line Item ID: 378-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

77040

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, the district added additional student contact days to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19. Research indicates that additional practice helps students progress at a greater rate. As the need arises, there are teachers in grades K-12 that meet in small groups of students or on a one-to-one basis after school or before school. This expenditure is for that time teachers meet with students.

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	<u>\$4,000</u>

Status

Task Force Review

Line Item ID: 378-3-0043

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

Professional Service Materials

Account Number

77250

Function Code

2200 - Support Services (Instructional Staff)

Object Code

680 - Miscellaneous Supplies

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, social emotional resources have been purchased to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$20,000</u>

Status

Task Force Review

Line Item ID: 378-3-0044

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

Professional Development

Account Number

77230

Function Code

2200 - Support Services (Instructional Staff)

Object Code

320 - Professional-Education Services

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, social emotional resources have been purchased to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,000**Status**

Task Force Review

Line Item ID: 378-3-0045

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

Professional Development

Account Number

77240

Function Code

2200 - Support Services (Instructional Staff)

Object Code

320 - Professional-Education Services

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID-19, instructional days were lost for students in prior years and our assessment day shows a decline in student achievement. To provide students with instruction to close the achievement gap the district is adding 8 instructional days for the 2022-2023 school year. This expenditure is due to the increased costs to provide more instructional days. Based on student data and stakeholder feedback, social emotional resources have been purchased to assist in addressing student needs and to provide additional resources and personnel support for academic intervention due to the impact of COVID-19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,880**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,880**Status**

Task Force Review

ESSER III APPLICATION FOR D0389

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>
Eureka	216 N Main Street, Eureka, KS 67045	216 N Main Street, Eureka, KS 67045
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Scott Hoyt	shoyt@eurekausd389.net	(620) 583-5588

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Scott Hoyt	Superintendent	shoyt@eurekausd389.net	(620) 583-5588
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
tburtin@eurekausd389.net	tburtin@eurekausd389.net		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd389.net/vnews/display.v/ART/60d24f7c5e32e>

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?

Addressing Learning Loss \$355,000

The COVID-19 pandemic exposed the need for our district to invest in additional instructional resources to facilitate teaching and student learning, including materials that are compatible with technology. We will invest in and provide after school programs for students focused on providing targeted academic support. Likewise, we will provide summer learning opportunities for students who chose to participate. Lastly, our student contact days will also be increased so that we can strategically work with students and families to mitigate learning loss caused by the COVID-19 pandemic.

Retention Pay \$340,000

The COVID-19 pandemic exposed the need for our district to have staff available to students and families beyond a typical day. This retention pay will help support staff members who are providing extra services and support them as they are willing to continue working in a pandemic environment. By doing this, we will encourage and support all staff members to continue the health and safety protocols and expectations of the district.

Technology \$224,000

The COVID-19 pandemic taught us that technology access for students is critical for their continued learning and success. We are continuing to improve our 1:1 device/student capabilities, and we are adding technology in our vocational agriculture program. A new laser cutter will allow students to explore career interests, operate equipment that requires innovative software, and experience advanced computer technology for operation. This will also allow students to be more marketable and give them an edge if they choose to further their training in the areas of software, computers, and laser cutting. Lastly, our classrooms are being updated to be more technology compatible. For example, we will be installing interactive projectors in classrooms where needed.

Social Distancing \$183,000

The COVID-19 pandemic the importance of social distancing and the strategic use of spaces. Our goal is to increase staff which will spread students out and give students more flexibility for class options while keeping our class sizes smaller. Doing so also provides us with an opportunity to identify and strategically mitigate learning loss.

Substitution \$55,000

The COVID-19 pandemic has highlighted the need for districts to recruit and retain high-quality, flexible, and readily available substitute teachers. These funds will help us to address the substitute pay needed to keep our schools in operation when staff members are quarantined or otherwise impacted in other ways by COVID-19.

Social/Emotional \$30,000

The COVID-19 pandemic exposed the need for schools to find safe ways to provide social interaction and support the emotional growth and well-being of students. Funds will be spent accordingly to support activities and events in our activity facility, which will be open in the evenings and weekends to give students a safe and supervised place for physical activity and to socialize.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Our building principal and superintendent met with diverse random groups of students in grades 7-12 to discuss the proposed ESSER III Plan and receive the feedback. We also had students complete the online community survey, which was open to anyone who wanted to respond.

Families

The district opened a meeting to the public to review the ESSER III plan on November 8, 2021. There were 13 community members who attended this meeting. We continued to reach out to all our stakeholders by creating a survey and posting it on all social media, website, newsletters, and sent to parent/staff emails. We had 172 responses to the survey. The breakdown of individuals that completed the survey were as follows: 38.4% were parents, 57.6 were school staff employees, 2.3% were students, and 1.7% were community members. The community survey showed these results as needs wanting ESSER Funds to cover. 35.8% checked Summer Learning Programs; 40.7% checked After School Tutoring Programs; 50.6% checked Additional Personnel Support for Academic Intervention; 48.1% checked Additional Behavioral Support and Interventions; 47.5% checked Additional Instructional Materials and Resources; 55.6% checked Expanded Outside Social/Emotional Mental Health Services; Expanded School Health Office Personnel Hours for Health Safety and Support of the Student Body.

School and District Administrators including Special Education Administration

We are a district with 2 buildings and 4 administrators that work closely in developing the ESSER III Plan. The administrators discussed the needs and commonalities within the buildings. With one of our administrators being our Special Education Director, there was true advocacy of the diverse student populations. We were able to quickly include the needs of these students with disabilities to ensure they were covered. Administrators worked together to review data to create a plan for our community and student needs.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Our teachers shared their voice and needs within the survey they participated in as well as within the local bargaining unit. Our teachers presented negotiations and they were approved with zero no votes to the agreement. Classified staff input was also received within their surveys, collaborative communication, and being on building teams. They relayed their interests in wiliness to continue to work for the district throughout the pandemic.

Tribes

Our Powerschool Information System indicates that we do not have any students enrolled in the district who are connected to a tribe. We reached out through social media and did not identify any groups.

Civil Rights Organization including Disability Rights Organizations

In order to meaningfully consult with Civil Rights Organizations in our school district, we first considered what internal strategies and action steps we could take. To begin, we attempted to identify specific organizations within our school district boundaries. Then, we attempted to identify parents, guardians, business owners, and/or community members that may be affiliated in some capacity with a Civil Rights Organization, including Disability Rights Organizations. This effort did not produce any contacts for us. As such, our efforts then focused on looking into some external resources to determine if we missed any opportunities for meaningful consultation. We accessed websites for the ACLU, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas, Kansas NAACP, and Kansas Disability Resources and Advocacy Organizations. These efforts provided us with some meaningful considerations to ensure that we are being inclusive and mindful of various needs during our decision-making process and the implementation of resources and support through these funds. Lastly, we consulted with neighboring school districts and our regional service center for their feedback and 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

In reviewing our student information system, we confirmed that we serve 103 children with disabilities, 0 English Learners, 0 children experiencing homelessness, 9 children in foster care, 0 migratory students, 0 children who are incarcerated, 0 children who we consider underserved. Where representation in each group occurs, we have contacted the families of these students directly and asked for their feedback. Additionally, we conducted a survey and visited in conversations directly with students and family members who met the criteria for these subgroups. It was clear from these conversations and feedback from students and stakeholders that the following supports were most needed: Addressing Learning Loss, Providing Additional Technology, Social Distancing Measures, Social and Emotional Learning Supports and Resources.

Provide the public the opportunity to provide input and take such input into account

We did organize a community meeting to review the ESSER 3 Plan on November 8, 2021. There were 13 community members that attended. We still worked to gather all stakeholders input by creating a survey. This survey was sent out to all community members via our school website, social media accounts, emails, etc.

We had 172 responses to the survey. The breakdown of individuals that completed the survey were as follows: 38.4% were parents, 57.6 were school staff employees, 2.3% were students, and 1.7% were community members. The community survey showed these results as needs wanting ESSER Funds to cover. 35.8% checked Summer Learning Programs; 40.7% checked After School Tutoring Programs; 50.6% checked Additional Personnel Support for Academic Intervention; 48.1% checked Additional Behavioral Support and Interventions; 47.5% checked Additional Instructional Materials and Resources; 55.6% checked Expanded Outside Social/Emotional Mental Health Services; Expanded School Health Office Personnel Hours for Health Safety and Support of the Student Body.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our Eureka District has had some setbacks due to the impacts of COVID-19. Our district student population is 601. We have a high district percentage of low-social-economic students, with our percentage being at 63%. Our population of students with disabilities has also grown within these last couple years from 15% to now 19%. With the school conditions of online learning forced as the option from March through May of 2020 and the mask mandates required in the 2020-2021 school year; we have seen the social-emotional needs impact our high population of poverty students. Within this last 1.5 years of the pandemic our district has seen a decrease in social-emotional stability and academic performance. Our Pre-k through 12th grade counselors had seen more students in the 2020-2021 school year than any other year. Our elementary counselor saw a total of 42 students which is twice as many as previous years of 19 students. Our 7th through 12th grade counselors saw 21 students in that year with suicidal thoughts that needed additional therapy services. This student number is three times as much as previous years with the highest number of 7. This last summer, we increased our attendance for summer school to meet more academic and social emotional needs. This last summer we serviced 127 students in our Kdg. through 6th grade summer school program compared to an average of 32 students in previous years. This 2020-2021 school year, we had twice as many students fail in their weekly classroom performance. We had an average of 38 students on the ineligible failing list for 7th through 12th grades and in previous years the average was 19 students. This year our math and reading state assessment scores in 3rd through 10th grade went down from the last time we gave the state assessment in 2018-2019. In 3rd through 10th grade our reading scores we went from an average of 290 in 2019 to 289 in 2021. In 3rd through 10th grade our math scores we went down in average from 286 in 2019 to 285 in 2021. Our Aimsweb reading data scores have shown a dramatic decrease in scores with our Kindergarten through 2nd graders scoring an average of 59% in tier 3 of high risk. In previous years with this same age group; we saw an average of 31% in tier 3 of high risk. We are in the beginning stages of closing these social-emotional support gaps and increasing the academic achievement as we have started this school year. Our district and stakeholders are highly motivated; as we feel these ESSER funds will support our goals for closing these gaps.

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)

Eureka USD 389 will respond to learning loss caused by the COVID-19 pandemic by using evidence-based strategies to support the academic and social emotional needs of students. We will implement additional academic and social-emotional opportunities through the implementation of summer school, after-school programs, a more intentional approach to our reading program, and lowering the student-teacher ratio for class-size reduction. Evidence suggests that students who participate in these additional academic and social-emotional programs can maintain and even make gains in their learning due to after-hours and summer programs as a means to mitigate and overcome learning losses. Besides direct learning and enrichment for students, evidence suggests that the instructional staff must be actively involved in continuous learning beyond typical school hours as well. We will determine the impact of these interventions by reviewing our student academic and social-emotional data for our students on a frequent basis. Kansas State Assessment and Aimsweb Plus student data will also be reviewed to ensure students are making expected academic progress.

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How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Addressing Learning Loss \$355,000

The COVID-19 pandemic exposed the need for our district to invest in additional instructional resources to facilitate teaching and student learning, including materials that are compatible with technology. We will invest in and provide after school programs for students focused on providing targeted academic support. Likewise, we will provide summer learning opportunities for students who chose to participate. Lastly, our student contact days will also be increased so that we can strategically work with students and families to mitigate learning loss caused by the COVID-19 pandemic.

Retention Pay \$340,000

The COVID-19 pandemic exposed the need for our district to have staff available to students and families beyond a typical day. This retention pay will help support staff members who are providing extra services and support them as they are willing to continue working in a pandemic environment. By doing this, we will encourage and support all staff members to continue the health and safety protocols and expectations of the district.

Technology \$224,000

The COVID-19 pandemic taught us that technology access for students is critical for their continued learning and success. We are continuing to improve our 1:1 device/student capabilities, and we are adding technology in our vocational agriculture program. A new laser cutter will allow students to explore career interests, operate equipment that requires innovative software, and experience advanced computer technology for operation. This will also allow students to be more marketable and give them an edge if they choose to further their training in the areas of software, computers, and laser cutting. Lastly, our classrooms are being updated to be more technology compatible. For example, we will be installing interactive projectors in classrooms where needed.

Social Distancing \$183,000

The COVID-19 pandemic the importance of social distancing and the strategic use of spaces. Our goal is to increase staff which will spread students out and give students more flexibility for class options while keeping our class sizes smaller. Doing so also provides us with an opportunity to identify and strategically mitigate learning loss.

Substitution \$55,000

The COVID-19 pandemic has highlighted the need for districts to recruit and retain high-quality, flexible, and readily available substitute teachers. These funds will help us to address the substitute pay needed to keep our schools in operation when staff members are quarantined or otherwise impacted in other ways by COVID-19.

Social/Emotional \$30,000

The COVID-19 pandemic exposed the need for schools to find safe ways to provide social interaction and support the emotional growth and well-being of students. Funds will be spent accordingly to support activities and events in our activity facility, which will be open in the evenings and weekends to give students a safe and supervised place for physical activity and to socialize

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 Eureka Unified School District 389 ESSER Plan has been carefully created to help facilitate the great needs of our youth and community. We have collaboratively taken input from key stakeholders including KSDE, community members, business owners, district staff, parents, students, special education director, and administrators. We have searched and inquired to gain ideas and develop specific plans that address the general needs of our community; as well as our educational focus of all students and staff populations. We have had ongoing conversations within student discussions, building staff meetings, site councils, community teams/groups, and even welcomed open-door causal conversations. These collaborative conversations will remain ongoing and continue to inform our decision-making throughout the pandemic and future recovery years.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,188,323	\$0	\$1,188,323	ESSER III Allocations	\$237,665
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,188,323	\$0	\$1,188,323	Amount Still Needed	\$237,665
In Review Total	\$1,188,323	\$0	\$1,188,323	In Review Total	\$325,000
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
389-3-0001	Direct	True	1000	110	12	\$136,000	Task Force Review
389-3-0002	Direct	False	1000	110	16	\$340,000	Task Force Review
389-3-0003	Direct	False	1000	700	1D	\$224,000	Task Force Review
389-3-0004	Direct	False	1000	110	3	\$183,000	Task Force Review
389-3-0005	Direct	False	1000	110	16	\$55,000	Task Force Review
389-3-0007	Direct	True	1000	110	11A	\$144,000	Task Force Review
389-3-0008	Direct	True	1000	110	11B	\$45,000	Task Force Review
389-3-0009	Direct	False	1000	644	9	\$61,323	Task Force Review

Line Item Details

Line Item ID: 389-3-0001

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

Account Number

36420

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

Our student contact days will also be increased so that we can strategically work with students and families to mitigate learning loss caused by the COVID-19 pandemic. Our student contact increased days is for all students therefore all staff members including all teachers and paras will work additional days over their contracted days. This will be for around 120 employees as it includes all staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$136,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$136,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III SALARIES

Account Number

36420

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

The COVID-19 pandemic exposed the need for our district to have staff available to students and families beyond a typical day. This retention pay will help support staff members who are providing extra services and support them as they are willing to continue working in a pandemic environment. By doing this, we will encourage and support all staff members to continue the health and safety protocols and expectations of the district. The retention pay will be paid in December 2021, August 2022, December 2022, and August 2023 to all staff members on contract for the year, including bus drivers, secretaries, custodians, paras, teachers, administrators, etc. This is for 136 employees.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$204,000
Budgeted Expenditures in SFY 2023	\$136,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$340,000</u>

Status

Task Force Review

Line Item ID: 389-3-0003

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 EQUIPMENT

Account Number

36410

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

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

The COVID-19 pandemic taught us that technology access for students is critical for their continued learning and success. We are continuing to improve our 1:1 device/student capabilities, and we are adding technology in our vocational agriculture program. A new laser cutter will allow students to explore career interests, operate equipment that requires innovative software, and experience advanced computer technology for operation. This will also allow students to be more marketable and give them an edge if they choose to further their training in the areas of software, computers, and laser cutting. Lastly, our classrooms are being updated to be more technology compatible. For example, we will be installing interactive projectors in classrooms where needed. Can you please email me the Form 9-311-166 required to for this.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$224,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$224,000</u>

Status

Task Force Review

Line Item Comment from KSDE

The breakout is provided in the documentation submitted.

Line Item ID: 389-3-0004

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

Account Number

36420

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

The COVID-19 pandemic the importance of social distancing and the strategic use of spaces. Our goal is to increase staff which will spread students out and give students more flexibility for class options while keeping our class sizes smaller. Doing so also provides us with an opportunity to identify and strategically mitigate learning loss. We plan to add an elementary teacher and Jr/Sr High school teacher to our staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$183,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$183,000</u>

Status

Task Force Review

Line Item ID: 389-3-0005

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

Account Number

36420

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

The COVID-19 pandemic has highlighted the need for districts to recruit and retain high-quality, flexible, and readily available substitute teachers. These funds will help us to address the substitute pay needed to keep our schools in operation when staff members are quarantined or otherwise impacted in other ways by COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20,000
Budgeted Expenditures in SFY 2023	\$35,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$55,000</u>

Status

Task Force Review

Line Item ID: 389-3-0007

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 Salaries

Account Number

36420

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The COVID-19 pandemic exposed the need for our district to invest in additional instructional resources. We will invest in and provide summer learning opportunities for students who chose to participate. Increased summer school student numbers and staff. This will be for 15-20 teachers and 8-10 paraprofessionals.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$144,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$144,000</u>

Status

Task Force Review

Line Item ID: 389-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Salaries

Account Number

36420

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 COVID-19 pandemic exposed the need for our district to invest in additional instructional resources to facilitate teaching and student learning. We will invest in and provide after school programs for students focused on providing targeted academic support. After school academic program support. We have 10-12 certified and 2-3 non-certified staff members that work with students one on one and in small groups after school 3 days a week to help with learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$45,000</u>

Status

Task Force Review

Line Item ID: 389-3-0009

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 Textbooks

Account Number

36430

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

The COVID-19 pandemic exposed the need for our district to invest in additional instructional resources to facilitate teaching and student learning, including materials that are compatible with technology. This is for textbooks for the vocational area that has a platform that's internet based if needed in case of school closures. The 7-12 Grade classes these digital textbooks are for will be Family and Consumer Science and Nutrition/Wellness, Culinary Skills, Health, Driver's Education, Foreign Language, Pre-Algebra, Personal Finance, and Ag Science, Ag Business, Animal Science.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$61,323
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$61,323</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0392

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>
Osborne County	234 W Washington, Osborne, KS 67473	234 W Washington, Osborne, KS 67473
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Troy Langdon	tlangdon@usd392.com	(785) 346-2145

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Troy L. Langdon	Superintendent	tlangdon@usd392.com	(785) 346-2145
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Kathy Grabast		kgrabast@usd392.com	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Tom Conway		tconwqy@usd392.com	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd392.com/article/281803>

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 392 plans to use the ESSER III money to help with learning loss, preventative practices, mitigation processes and focus on a positive learning environment and curriculum for students. Cleaning and sanitizing our buildings is a must and making this a commitment will be paramount. We have implemented many strategies and programs to help with the learning loss that has occurred. We have implemented MTSS and an at-risk program that has been a true benefit for our students. Keeping our Title teacher extremely busy and at times overwhelmed. We will utilize funds to help with both of these areas utilizing guidance from numerous groups, students, and community. We can not overlook the cost for a strong social emotional focus as well. This is important to make sure that our students and staff as well are in a good place mentally and physically. We will maintain our summer enrichment programs and help prepare, catch up and enhance our student opportunities for a sound start to the school year. We will also look at increasing our opportunities for our CTE (Career and Technical Education) students in the career fields. Business and Industries will be involved in helping provide these opportunities. Funds will be utilized for all the endeavors tied to this process. This would include but not limited to a mobile lab which could be shared with other districts. Curriculum will need to be purchased for SEL, and areas that shared materials is no longer an option. Reading loss is a true focus area for curriculum as well.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

The superintendent met with student groups as the school reopened during the pandemic for in person learning. The administration, teachers, and the site council were invited into these meetings as well. These meetings were held in an area where social distancing could be adhered to in person. Discussions were had on student needs and concerns. These concerns were brought into ESSER II and ESSER III planning for how the dollars will be spent and priority lists were created from these different meetings with the different groups. Student voice was a major factor behind the needs analysis. The different student groups met with the superintendent and expressed their desire or vision of how the money should be spent and the surprising fact that curriculum and tutoring be maintained was aspiring. They also saw the need for a continued focus on a clean environment in the buildings.

Families

As stated in the section above, families were invited in as part of the site council in how the dollars were being prioritized and being spent. A survey was sent community wide to get input from the entire community for these conversations. The district feels that families were able to identify social emotional needs that were missed during the continuous learning and academic skills were also discussed during this time with family members. Families were surveyed for various needs and various school desires.

School and District Administrators including Special Education Administration

USD 392 administrators worked jointly with our special education director as we are in a cooperative with other school districts. This was a continual and monthly meeting on the needs of all our students, regular education students as well as special education students. Their insight and suggestions were utilized and valued and this impacted how ESSER dollars were spent.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

All staff were listened to and surveyed on their concerns and a strong focus was again placed on students needs as priority. The teacher union was paramount in the decisions. Safety of students and staff were a must in all of these discussions and that is why the district feels that keeping room for students to be separated when needed and maintain sanitizing and extra cleaning as a vital part of the commitment. This commitment is to be in-person, and in-school where learning can occur. Teachers met with superintendent and discussed needs of the school system and how money should be spent. The surveys were utilized to guide and direct conversation. Teachers wanted to make sure we focused on the learning loss in reading and math. They also wanted to make sure we had a commitment to maintain a clean environment.

Tribes

Received information from Justine Benoit Northwest Kansas Planning & Development Commission Economic Development Coordinator on how to try and contact the tribal entities that were in our area. Tried several times to make contact and no response was ever received. We have looked at our demographics of our student body and community as a whole and focused on all concerned individual areas. We wanted mass representation and in the end received a great deal of support from all.

Civil Rights Organization including Disability Rights Organizations

USD 392 visited and discussed ways to address learning loss for all students and it was decided that offering extra help would meet the needs of all students that were suffering from learning loss. Summer school, after school programs, extra staff from paras to aides to teachers were also a major concern. These were specific focuses from our SPED department, including parents with students with disabilities. Capital projects were also a concern especially the leaking windows at the high school, HVAC systems and the limited buses for transporting students. Received information from Justine Benoit Northwest Kansas Planning & Development Commission Economic Development Coordinator on specifics from Kansas Human rights association. Which helped in obtaining some more direction of others to contact pertaining to civil rights. Within our school district the two main factors that we specifically reached out to were our English learners and foster care population. With our size the variety of different demographics is limited but we reached all that are in our system. We visited with parents and guardians of each perspective demographic and they were in concurrence with need for curriculum enhancement, summer school, and tutoring. They were also concerned that the staff themselves be compensated for the excessive time they had been putting in to help their students. There are no local civil rights organization within 50 miles of Osborne USD 392. Even such we reached out to the following civil rights groups. We emailed ACLU, NAACP, KAC, and Disability rights of Kansas as of this time we have received no reply will continually keep these lines of communication open. No student or parent reported that they were a member of a civil rights organization. All group meetings made sure all entities dealing with student rights were respectfully included during all decision making.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

USD 392 meets regularly with surrounding districts to make sure that all children in the area were being offered the best free and appropriate education that we could and that we were helping each other in every opportunity that we could so that no child was underserved. We have met and continue to meet with county health during this pandemic. They were invited into meetings and were a valuable contributor to helping ensure that all children's safety and needs were met. Foster students were also a concern although not a great number we didn't want to exclude these individuals and reached out to their host families for perspective on the entire process. We covered all demographics of students that were in attendance at our school. We had a focus that no one was left out in the decision process. All patrons were surveyed and invited to an in person meeting. The concerns were in the area of reading as they wanted all students to be prepared for life after high school was not only a paramount concern for all but reinforced by our ELL parents and our foster parent population. At the current time we have no known homeless students but will regularly monitor to stay abreast of this situation. At the current time we have no known incarcerated students but will regularly monitor to stay abreast of this situation. At the current time we have no known migrant students but will regularly monitor to stay abreast of this situation.

Provide the public the opportunity to provide input and take such input into account

USD 392 has a sound established web-site and facebook presence and the public is also provided a hard copy newsletter that is sent out once a month. This allows for a great opportunity to reach as many community members as possible and their suggestions are welcomed. Phone calls are welcomed regularly to administration, as well as school secretaries who have extreme knowledge of the school progress. The superintendent has met with the county commissioners, county health officers, and local groups on a regular basis as well as by invite. These meeting opportunities have kept our students safe and in an in person learning environment in the last year and a half.

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 392 has documented evidence of learning loss during the pandemic when students were not in person. The data shows academic losses, behavior needs, and overall connection with peers effecting emotional behavior. Local assessments show gaps in math and reading throughout the K-12 population. On any given year with or without a pandemic there will be gaps or loss of learning by individual students however, not to the level that this has been documented during this pandemic.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

USD 392 have implemented a reading program along with STEM incentives in the summer as well as working to develop a full summer school implementation in early August for a pre-start for the year and help maintain what has been learned and eliminate learning loss over the summer.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 392 will not only look at the learning loss that has occurred we will also look at the safety environment of our buildings to insure students have a safe learning environment. We will also maintain a focus on the social and emotional well being of the students, staff and community. This was something that many wanted a high focus placed when spending the money.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 392 will be working jointly with 3 area districts to help our students begin to gain the opportunity to obtain industrial recognized certificates in many fields and work together. We feel this opportunity will help in building relationship with each district, the students, and staff. This can also be a big positive for the social and emotional well being of all our students.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$474,309	\$0	\$474,309	ESSER III Allocations	\$94,862
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$474,309	\$0	\$474,309	Amount Still Needed	\$94,862
In Review Total	\$474,309	\$0	\$474,309	In Review Total	\$179,309
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
392-3-0001	Direct	False	1000	300	1D	\$55,000	Task Force Review
392-3-0002	Direct	False	1000	644	13	\$120,000	Task Force Review
392-3-0003	Direct	True	1000	110	16	\$90,000	Task Force Review
392-3-0004	Direct	True	4700	400	12	\$16,000	Task Force Review
392-3-0005	Direct	True	4700	600	12	\$29,309	Task Force Review
392-3-0007	Direct	True	1000	111	12	\$44,000	Task Force Review
392-3-0008	Direct	False	1000	644	3	\$120,000	Task Force Review

Line Item Details

Line Item ID: 392-3-0001

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

Instruction

Account Number

09-1000-300-000

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**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**

Purchase of curriculum and supplies. Supplies and training to enhance and add CTE classes and courses. Data analytics through TRANE, Multimeter and Precision measurement with Snap On and 3D printing with Dremel. Our district will be working jointly with 3 area districts to help students to begin to gain the opportunity to obtain industrial recognized certificates in many fields. We noticed a great drop in our career and technical areas during covid and actually many areas were let go. This enables us the opportunity to serve all our students in a concrete, safe and resourced area. The resources needed would be system monitors for our heating and air, professional development for diesel mechanics, precision measurement, and 3d printers. We will focus on drop out and graduation rates of those students at-risk that this opportunity drastically enables them to be successful.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$27,500
Budgeted Expenditures in SFY 2024	\$27,500
Total Expenditures	\$55,000

Status

Task Force Review

Line Item Comment from KSDE

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 392-3-0002

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

Textbooks

Account Number

09-1000-644-100

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are in drastic need of Curriculum that focuses on the learning loss of our elementary students and focuses on their specific needs in all areas. Our students has a need for online supplementals that would enable at home continuation of the learning process. This new curriculum will allow for the process of our students growth as well as provide to those that have fallen behind due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$40,000
Budgeted Expenditures in SFY 2023	\$40,000
Budgeted Expenditures in SFY 2024	\$40,000
Total Expenditures	\$120,000

Status

Task Force Review

Line Item ID: 392-3-0003

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

Certified Premium Pay

Account Number

09-1000-110-000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

This would include the addition of 2 building aides for student support. At approximately \$15,000 per year each. We will provide summer school and tutoring opportunities for grades PreK-5 with a focus on reading enhancement and math facts. This was drastically impacted in the pandemic adding these two individuals will drastically help us improve our student success. They lost a great deal of learning opportunities this will get those that have fallen behind caught back up. The help, guidance and support these aides will provide will be very instrumental in our students growth.

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	\$30,000
Total Expenditures	<u>\$90,000</u>

Status

Task Force Review

Line Item ID: 392-3-0004

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

Contract Labor

Account Number

09-4700-400-000

Function Code

4700 - Building Improvements

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

Purchase reading curriculum as well as additional phonics curriculum support. This will aid in the learning loss due to the Covid 19 pandemic in the areas of reading. Many of our students really fell behind and lost a great deal of their skills previously acquired. This material will be a true benefit for our students. Journey's is reading curriculum and Saxson is our phonics these both seem to serve our needs well.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$16,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$16,000
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Status

Task Force Review

Line Item Comment from KSDE

Please provide the names of the reading and phonics curriculum. Make sure you include learning loss (due to COVID-19) in the areas of reading.

Line Item ID: 392-3-0005

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

Materials

Account Number

09-4700-600-000

Function Code

4700 - Building Improvements

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

Provide an online learning curriculum for students quarantined in and out of our building and provide them an opportunity to continue to excel and maintain grades along with course work toward graduation. It also provides an opportunity to catch up on areas that need emphasis that were lost through the Covid 19 pandemic. We utilized Accelleus that met our needs of our students. We also utilized live streaming with Zoom directly from our classes to home.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$29,309
------------------------------------------	----------

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$29,309</u>
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Status

Task Force Review

Line Item Comment from KSDE

Please provide the name of the online learning curriculum. In the last sentence you have the word 'losed' instead of 'lost'. If you could make that change, that would be great. Again, make sure that there is a 'COVID-19' need expressed in your narrative.

Line Item ID: 392-3-0007

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

Instruction

Account Number

06-2600-120-000

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Develop an At-Risk program at the High School to help complement the Elementary school. This will help our students both social and emotionally as well as guide them in the learning loss that has occurred due to this pandemic. We needed to hire a teacher for this program. We serve 20 students at the High School and 30 at the elementary school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,000
Budgeted Expenditures in SFY 2024	\$22,000
Total Expenditures	<u>\$44,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Please provide more information on what the \$44,000 will be used for. Does it include additional staff or paying existing staff? Do the projected expenditures include materials/supplies? How many students approximately will be receiving assistance in the At-Risk program that will be planned/implemented? Please include this information. This application goes onto the Secondary Review Team after I've reviewed it, so all line item narratives need to be as detailed/comprehensive as possible.

Line Item ID: 392-3-0008

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

Textbooks

Account Number

09-1000-644-300

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are in drastic need of Curriculum that focuses on the learning loss of our junior high and high school students and focuses on their specific needs in all areas. Our students has a need for online supplementals that would enable at home continuation of the learning process. This new curriculum will allow for the process of our students growth as well as provide to those that have fallen behind due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$40,000
Budgeted Expenditures in SFY 2023	\$40,000
Budgeted Expenditures in SFY 2024	\$40,000
Total Expenditures	<u>\$120,000</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0394

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>
Rose Hill Public Schools	104 N Rose Hill Rd, Rose Hill, KS 671339785	104 N Rose Hill Rd, Rose Hill, KS 671339785
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Randal Chickadonz	rchickadonz@usd394.com	(316) 776-3300

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sabrina Dunkin	Director of Finance	purchasing@usd394.com	(316) 776-3300

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Randal Chickadonz	rchickadonz@usd394.com

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
Julie McPherron	jmcpherron@usd394.com

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd394.com/vnews/display.v/ART/60cf420d82aeb>

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 COVID Coordinator has the responsibility of remaining updated on the most recent guidelines, implementing those guidelines, and communicating the implementation to our students, staff, and community. We also believe that offering our staff options for leave to stay home when ill and incentivizing staff to remain employed with the district will help to maintain a staff who are vital to the in-person delivery option.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we hosted focus group meetings with student leadership groups to determine their highest levels of need for pandemic related concerns. The following supports were noted and are included in the ESSER plan:

- Provide onsite educational delivery (Substitute coverage, Staff retention premium pay, covid paid leave)
- Provide safe environment (Air quality upgrades, nurse and safety supplies/staff)

We have also sent out a request to the Students to participate in a survey posted on our website. The survey is designed to provide us with the necessary input from the student body to assign their level of importance to a range of allowed expenditures within the ESSER regulations.

We sent an invitation to all parents representing all students in our district to provide feedback and we did receive and document those responses.

Families

We have worked closely with our families in developing our ESSER plan. We have conducted a family/community engagement night at our schools. We made invitation through our paper, website, and parent notification system inviting parents/community to attend. Through those conversations, it was clear that parents are most interest in:

- Student return to onsite/in-person learning (Substitute coverage, staff retention premium pay, covid paid leave)
- Quality Communication (Swift K-12 Messaging System, SeeSaw Curriculum Platform)
- Addressing any delay in curriculum delivery (SeeSaw Curriculum Platform, ELA textbook adoption)

We sent an invitation to all parents representing all students in our district to provide feedback and we did receive and document those responses.

School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our students and staff population both at the building and district level. As a result of these meetings, the following have been determined as most important to address in our district:

- Teacher supports for teaching in a remote and safe return environment (Instructional Coach, Learning Loss Assessment/Walk through programs)
- Staff to guide the ESSER/COVID efforts (COVID Coordinator, ESSER Administator)
- Plans to address learning loss of students (Summer School Offering, Intervention Program, ELA adoption, SeeSaw Curriculum platform)

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The development of our ESSER plan has been a collaborative effort of multiple groups including: staff, students, parents, administration, and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include plans for:

- Air Quality improvements
- COVID Coordinator
- ELA Curriculum adoption
- Substitute Teacher/Nurse staff
- Intervention program materials
- Premium Retention staff pay
- SeeSaw Curriculum Platform
- Summer School Offerings
- Swift K-12 Messaging System
- Covid Paid Leave

We have also sent out a request to the Staff to participate in a survey posted on our website. The survey is designed to provide us with the necessary input from the group to assign their level of importance to a range of allowed expenditures within the ESSER regulations.

Tribes

While our student information system did not indicate we had any tribal students in our district and the Osage Nation of Oklahoma and Wichita and Affiliated Tribes indicated that they do not have properties in our district, we have still implemented the following supports, which we believe will benefit Native American students:

- Social Emotional support staff
- Summer School Intervention Offering
- English Language Arts Curriculum that provides instructional gaps identified through the COVID remote learning delivery model
- An intervention screener and support system

Civil Rights Organization including Disability Rights Organizations

We reached out to the United Way of the Central Plains and invited them to meet with us in our district prior to the start of school. We received feedback regarding suggestions to best meet the needs of our students:

- Provide Social and Emotional supports
- Maintain staff for consistency and stability

We are using our ESSER funds to provide:

- Screener for SEL identifiers
- Additional SEL staff to provide students services
- Premium pay incentive for return staff consistency

We have also sent out a request to other local organizations for Civil Rights to participate in a survey posted on our website. The survey is designed to provide us with the necessary input from these organizations to assign their level of importance to a range of allowed expenditures within the ESSER regulations.

The Superintendent sent email requests to complete our ESSER survey to

ACLU

KS Human Rights Commission

KS Action for Children

We sent an invitation to all parents representing all students in our district to provide feedback and we did receive and document those responses.

This is the brief explanation at the beginning of our survey:

Elementary and Secondary School Emergency Relief III (ESSER III) funds are being provided under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. The purpose of ESSER III is to address the Impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. Please take a few minutes to provide your feedback. Thank you in advance for your input, participation, and engagement in this process.

Our ESSER III Funding Survey included all of the following identifiers and all groups were invited to complete our survey and identify themselves accordingly.

Please identify yourself by selecting all that apply.

- Student
- Parent or Guardian
- School Staff Member
- Native American Tribe Member
- Civil Rights Organization
- Self/Parent/Guardian/Representative for a child with disabilities
- Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (EL)
- Self/Parent/Guardian/Representative for a child experiencing homelessness
- Self/Parent/Guardian/Representative for a child who is in foster care
- Self/Parent/Guardian/Representative for a child who is a migratory student

- Self/Parent/Guardian/Representative for a child who is incarcerated
- Self/Parent/Guardian/Representative for a child who is underserved

We asked them "How important is it to you that we prioritize and invest in each of the following?"

Summer learning programs

Additional student supports and interventions

Additional personnel and staff support for academic intervention

Additional behavioral support and interventions

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded social and emotional learning and mental health services

Providing additional technology for student use

Incentives to ensure appropriate staffing for in-person learning

Delivery systems for curriculum and communications

Purchasing additional supplies to sanitize and clean facilities

Facility upgrades that support student health needs

They were asked to rank each area as Very important, Important, Somewhat Important, or Not Important.

The top 3 ranking responses for this stakeholder group were:

Additional behavioral support and interventions

Expanded social and emotional learning and mental health services

Facility upgrades that support student health needs

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We organized a community stakeholders meeting and advertised the meeting in the paper, social media, chamber of commerce, and messaging system (email, phone, & text.)

This is the brief explanation at the beginning of our survey:

Elementary and Secondary School Emergency Relief III (ESSER III) funds are being provided under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. The purpose of ESSER III is to address the Impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. Please take a few minutes to provide your feedback. Thank you in advance for your input, participation, and engagement in this process.

Our ESSER III Funding Survey included all of the following identifiers and all groups were invited to complete our survey and identify themselves accordingly.

Please identify yourself by selecting all that apply.

- Student
- Parent or Guardian
- School Staff Member
- Native American Tribe Member
- Civil Rights Organization
- Self/Parent/Guardian/Representative for a child with disabilities
- Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (EL)
- Self/Parent/Guardian/Representative for a child experiencing homelessness
- Self/Parent/Guardian/Representative for a child who is in foster care
- Self/Parent/Guardian/Representative for a child who is a migratory student
- Self/Parent/Guardian/Representative for a child who is incarcerated
- Self/Parent/Guardian/Representative for a child who is underserved

We asked them "How important is it to you that we prioritize and invest in each of the following?"

Summer learning programs

Additional student supports and interventions

Additional personnel and staff support for academic intervention

Additional behavioral support and interventions

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded social and emotional learning and mental health services

Providing additional technology for student use

Incentives to ensure appropriate staffing for in-person learning

Delivery systems for curriculum and communications

Purchasing additional supplies to sanitize and clean facilities

Facility upgrades that support student health needs

They were asked to rank each area as Very important, Important, Somewhat Important, or Not Important.

The top 4 ranking responses for this stakeholder group were:

Additional personnel and staff support for academic intervention

Additional behavioral support and interventions

Expanded social and emotional learning and mental health services

Incentives to ensure appropriate staffing for in-person learning

Responses from this stakeholder group consisted of 8 respondents that were parents of children with disabilities, 1 parent of ELL student(s), and 1 guardian of foster children. Our homeless population chose not to respond.

Provide the public the opportunity to provide input and take such input into account

Our plan was reviewed during a meeting of our Board of Education, it was listed in the local newspaper in our agenda items to announce the meeting. This gave the public the opportunity to request an audience of the Board and attend the meeting to have their concerns addressed.

We sent an invitation to all parents representing all students in our district asking them to participate in a survey posted on our website. We did receive and have documented those responses.

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 had staff members not return to work and resigned their position because of the fear of working in a COVID-19 environment. The district saw the same thing happen with the general student population. We experienced a 6% drop in student enrollment across the district. Our students experienced a 10% loss in instructional days because of the state's recommendation to delay the start of school to better prepare for operating schools in a COVID-19 environment. The number of days that teachers had to miss work because of a COVID-19 related issue increased that number of days our students were not with a licensed professional educator. Our staff's time was increased to deal with the additional duties of dealing with communicating COVID-19 virus information, contact tracing COVID-19 virus cases, and cleaning to mitigate the COVID-19 virus environment.

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 employed a new position in our district to help identify those students who show learning loss from last year. This position will help to coordinate our school day interventions, after school interventions, and summer interventions/enrichment programs to address student learning loss. We have also purchased an additional assessment tool in addition to our classroom and state assessments to help with identifying student learning loss.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

In addition to the assessment and curriculum materials we will purchase to address learning loss through our school day, after school, and summer intervention programs and provide for students' social, emotional and mental health needs, we plan to use our ESSER funding to ensure staffing levels to maintain lower class sizes and the ability to distance students out in the classrooms and across the buildings. We plan to add staff to track, trace, communicate, and coordinate with students and families that have been impacted by the COVID virus. We are planning to make any identified changes needed to our current systems to improve the indoor air quality in our facilities.

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.

Addressing Students' Academic, social emotional, and mental health needs

Rose Hill Schools serves a diverse population of students including low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and students in the foster care system. While all of our students have been negatively impacted by the pandemic, there are some populations of students who have experienced a greater loss than others.

A screener and progress monitoring tool will be utilized for all populations of students to identify academic learning loss as well as social-emotional needs of students. Evidence-based interventions will be implemented to address the academic and social-emotional needs of students affected by the COVID-19 pandemic and regular progress monitoring will be conducted to ensure that the interventions are meeting the needs of the students.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,164,911	\$0	\$1,164,911	ESSER III Allocations	\$232,983
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,164,911	\$0	\$1,164,911	Amount Still Needed	\$232,983
In Review Total	\$1,004,606	\$0	\$1,004,606	In Review Total	\$453,933
Amount Left	\$160,305	\$0	\$160,305	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
394-3-0001	Direct	False	1000	110	16	\$120,000	Task Force Review
394-3-0002	Direct	False	2100	120	16	\$15,000	Task Force Review
394-3-0003	Direct	False	2200	120	16	\$15,000	Task Force Review
394-3-0004	Direct	False	2300	110	16	\$2,000	Task Force Review
394-3-0005	Direct	False	2400	110	16	\$7,000	Task Force Review
394-3-0006	Direct	False	2500	120	16	\$10,000	Task Force Review
394-3-0007	Direct	False	2600	120	16	\$50,000	Task Force Review
394-3-0008	Direct	False	2710	120	16	\$30,000	Task Force Review
394-3-0009	Direct	False	2900	120	16	\$30,000	Task Force Review
394-3-0010	Direct	False	3100	120	16	\$21,000	Task Force Review
394-3-0011	Direct	False	1000	110	16	\$10,000	Task Force Review
394-3-0012	Direct	False	2000	120	16	\$5,000	Task Force Review
394-3-0013	Direct	False	1000	115	16	\$30,000	Task Force Review
394-3-0014	Direct	False	1000	220	16	\$2,295	Task Force Review
394-3-0015	Direct	False	2130	115	16	\$1,046	Task Force Review
394-3-0016	Direct	False	1000	110	16	\$9,500	Task Force Review
394-3-0017	Direct	False	2100	120	16	\$2,000	Task Force Review
394-3-0018	Direct	False	2200	120	16	\$2,000	Task Force Review
394-3-0019	Direct	False	2300	110	16	\$500	Task Force Review
394-3-0020	Direct	False	2400	110	16	\$500	Task Force Review
394-3-0021	Direct	False	2500	120	16	\$500	Task Force Review
394-3-0022	Direct	False	2600	120	16	\$2,000	Task Force Review
394-3-0023	Direct	False	2700	120	16	\$2,000	Task Force Review
394-3-0024	Direct	False	2900	120	16	\$5,000	Task Force Review
394-3-0025	Direct	False	3100	120	16	\$1,000	Task Force Review
394-3-0029	Direct	False	1000	653	3	\$1,000	Task Force Review
394-3-0030	Direct	True	2300	653	12	\$300	Task Force Review
394-3-0031	Direct	True	1000	599	11A	\$24,000	Task Force Review
394-3-0032	Direct	True	1000	644	12	\$200,000	Task Force Review
394-3-0033	Direct	False	1000	220	16	\$26,053	Task Force Review

394-3-0034	Direct	False	1000	290	16	\$1,000	Task Force Review
394-3-0035	Direct	False	2130	220	16	\$80	Task Force Review
394-3-0036	Direct	False	3100	121	4	\$594	Task Force Review
394-3-0037	Direct	False	1000	653	3	\$13,518	Task Force Review
394-3-0038	Direct	False	1000	653	3	\$14,089	Task Force Review
394-3-0039	Direct	False	1000	653	3	\$14,731	Task Force Review
394-3-0040	Direct	True	2400	653	12	\$5,197	Task Force Review
394-3-0041	Direct	True	2400	653	12	\$2,612	Task Force Review
394-3-0042	Direct	True	2400	653	12	\$2,912	Task Force Review
394-3-0043	Direct	True	2400	653	12	\$2,912	Task Force Review
394-3-0044	Direct	False	2100	610	12	\$1,181	Task Force Review
394-3-0045	Direct	False	2100	610	12	\$896	Task Force Review
394-3-0046	Direct	False	4700	453	14	\$25,719	Task Force Review
394-3-0047	Direct	False	4700	453	14	\$25,717	Task Force Review
394-3-0048	Direct	False	4700	453	14	\$25,717	Task Force Review
394-3-0049	Direct	False	4700	453	14	\$25,717	Task Force Review
394-3-0050	Direct	True	1000	610	11A	\$42,825	Task Force Review
394-3-0051	Direct	True	2710	626	11A	\$3,000	Task Force Review
394-3-0052	Direct	True	1000	111	11A	\$122,400	Task Force Review
394-3-0053	Direct	True	1000	121	11A	\$47,475	Task Force Review
394-3-0054	Direct	True	1000	221	11A	\$300	Task Force Review
394-3-0055	Direct	False	2134	330	3	\$660	Task Force Review
394-3-0056	Direct	False	2134	330	3	\$660	Task Force Review

Line Item Details

Line Item ID: 394-3-0001

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

E3: SAL PREMIUM PAY INSTRUCTIO

Account Number

77910

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 the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$120,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$120,000</u>

Status

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

Line Item ID: 394-3-0002

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

E3: SAL PREMIUM PAY STUDENT SU

Account Number

77911

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

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

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

Line Item ID: 394-3-0003

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

E3: SAL PREMIUM PAY INSTR SUPP

Account Number

77912

Function Code

2200 - Support Services (Instructional Staff)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

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

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

Line Item ID: 394-3-0004

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

E3: SAL PREMIUM PAY GENERAL AD

Account Number

77913

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,000</u>

Status

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

Line Item ID: 394-3-0005

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

E3: SAL PREMIUM PAY ADMIN

Account Number

77914

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 the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,000</u>

Status

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

Line Item ID: 394-3-0006

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

E3: SAL PREMIUM PAY CENTRAL SE

Account Number

77915

Function Code

2500 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$10,000</u>

Status

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

Line Item ID: 394-3-0007

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

E3: SAL PREMIUM PAY OPERATIONS

Account Number

77916

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$50,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$50,000</u>

Status

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

Line Item ID: 394-3-0008

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

E3: SAL PREMIUM PAY TRANSPORTA

Account Number

77917

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

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	<u>\$30,000</u>

Status

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

Line Item ID: 394-3-0009

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

E3: SAL PREMIUM PAY KK

Account Number

77918

Function Code

2900 - Other Support Services (would include room and board for Special Education students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

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	<u>\$30,000</u>

Status

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

Line Item ID: 394-3-0010

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

E3: SAL PREMIUM PAY FOOD SERVI

Account Number

77919

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$21,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$21,000</u>

Status

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. The second premium pay does not apply to substitute teachers.

Line Item ID: 394-3-0011

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

E3:PREMIUM PAY SE CERTIFIED

Account Number

77902

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

We will be including our Interlocal SE staff in our plan to distribute the premium pay for the retention of their employment as well.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$10,000</u>

Status

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. The second premium pay does not apply to substitute teachers.

Line Item ID: 394-3-0012

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

E3: PREMIUM PAY SE CLASSIFIED

Account Number

77903

Function Code

2000 - Support Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be including our Interlocal SE staff in our plan to distribute the premium pay for the retention of their employment as well.

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

Task Force Review

Line Item Comment from KSDE

From applicant: On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This authenticated web app submission also includes a second premium pay according to the following plan: On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. On the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. The second premium pay does not apply to substitute teachers.

Line Item ID: 394-3-0013

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

E3: SAL SUB INSTRUCTIONAL

Account Number

77930

Function Code

1000 - Instruction

Object Code115 - Temporary Certified Substitutes'
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid related sub pay.

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	<u>\$30,000</u>

Status

Task Force Review

Line Item ID: 394-3-0014

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

E3: SAL FICA SUB INSTRUCTIONAL

Account Number

77931

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

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**

Fica for Covid related sub pay.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,295
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,295</u>

Status

Task Force Review

Line Item ID: 394-3-0015

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

E3: SAL COVID RELATED NURSE SU

Account Number

77932

Function Code

2130 - Health Services

Object Code115 - Temporary Certified Substitutes'
Salaries for Certified Staff**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid related nurse sub/additional help pay. Our nurses were getting behind on paperwork when our covid numbers were high, as well as one of the nurses being quarantined a few times herself, so we needed some additional help. This amount was nurse sub pay.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,046
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,046</u>

Status

Task Force Review

Line Item Comment from KSDE

Please further explain what this is. Is this paying for a sub if the nurse is out with Covid? Please provide more details.

Line Item ID: 394-3-0016

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

E3: COVID PAID LEAVE INSTRUCT

Account Number

77935

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 paid leave benefit for staff. Yes this will be leave that is given back or made up to the employees for any covid situation that cause absence between Aug 1, 2021-June 30, 2022. I emailed you our MOU.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$9,500
------------------------------------------	---------

Budgeted Expenditures in SFY 2023	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$9,500</u>
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Status

Task Force Review

Line Item Comment from KSDE

I am assuming that this means that when staff need to be home because of Covid their salary will be paid with this money instead of having to use sick leave? Please confirm this assumption. If I am not correct, please further explain what this is. Because line 16-25 are the same, just have different account names, I will apply your response here to all line items 16-25.

Line Item ID: 394-3-0017

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

E3: COVID PAID LEAVE ST SUPPOR

Account Number

77936

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

Covid paid leave benefit for staff.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$2,000
------------------------------------------	---------

Budgeted Expenditures in SFY 2023	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$2,000</u>
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Status

Task Force Review

Line Item ID: 394-3-0018

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

E3: COVID PAID LEAVE INSTR SUP

Account Number

77937

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

Covid paid leave benefit for staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,000</u>

Status

Task Force Review

Line Item ID: 394-3-0019

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

E3: COVID PAID LEAVE EXE ADMIN

Account Number

77938

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

Covid paid leave benefit for staff.

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	<u>\$500</u>

Status

Task Force Review

Line Item ID: 394-3-0020

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

E3: COVID PAID LEAVE BLDG ADMI

Account Number

77939

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

Covid paid leave benefit for staff.

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	<u>\$500</u>

Status

Task Force Review

Line Item ID: 394-3-0021

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

E3: COVID PAID LEAVE CENT SUPP

Account Number

77940

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

Covid paid leave benefit for staff.

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	<u>\$500</u>

Status

Task Force Review

Line Item ID: 394-3-0022

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

E3: COVID PAID LEAVE OPERATION

Account Number

77941

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

Covid paid leave benefit for staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,000</u>

Status

Task Force Review

Line Item ID: 394-3-0023

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

E3: COVID PAID LEAVE TRANSPORT

Account Number

77942

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid paid leave benefit for staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,000</u>

Status

Task Force Review

Line Item ID: 394-3-0024

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

E3: COVID PAID LEAVE KK

Account Number

77943

Function Code

2900 - Other Support Services (would include room and board for Special Education students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid paid leave benefit for staff.

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

Task Force Review

Line Item ID: 394-3-0025

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

E3: COVID PAID LEAVE FOOD SERV

Account Number

77944

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

Covid paid leave benefit for staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,000</u>

Status

Task Force Review

Line Item ID: 394-3-0029

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

E3: PS INSTRUCTIONAL SOFTWARE

Account Number

77961

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

In 2022 we paid for another year of SeeSaw that we started in 2020 with the onset of Covid as a useful instructional tool for our Primary aged students as well as the ability to communicate with the families. In 2023 & 2024 we will be paying for our communications platform that was required to keep up with the Covid-19 information distribution. This is a learning platform that is used in the classroom and allows the parents to see daily tasks, progress, and stay involved, the other line items in question are simply a communication software for alerting the population.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Please explain how this line item differs from lines 37, 38, & 39.

Line Item ID: 394-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

E3: DIST ADMIN SOFTWARE SUPPOR

Account Number

77975

Function Code

2300 - Support Services (General Administration)

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is professional development for staff to utilize the FastBridge testing platform to successfully identify areas of learning loss due to Covid-19 protocol.

Each of these lines items are for staff training to use FastBridge, there are just 5 for Building Based Budgeting purposes! Line 30 is Dist Level Admin training, Line 40 is PreK-2nd, Line 41 is 3-5th, Line 42 is 6-8th, Line 43 is 9-12th.

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 Comment from KSDE

Please explain how this line item differs from lines 40, 41, 42, & 43.

Line Item ID: 394-3-0031

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

E3: Summer Trip Admission

Account Number

77980

Function Code

1000 - Instruction

Object Code

599 - Other Purchased Services

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are in the process of implementing summer school to help in the learning loss recovery efforts. This line will get broken out as we zero in on our needs.

Summer School 2022 Theme: Happy Campers \$79,259
June 6-30 (19 days)

Students:

300 Students

8:30 - 11:30 AM x 15 days

8:30-3:30 x 4 days (field trips)

Staff:

8:00-12:00 (4 hours x 15 days = 60 hours)

8:00-4:00 (8 hours x 4 days = 32 hours)

10 hours teacher plan and prep time (June 1-2)

102 hrs x \$20.00 = \$1,840

31 Staff (30 teachers/paras, 1 admin). Use some Kids Klub staff and possibly sped staff

31 x 1,840 = \$57,040

Materials and Supplies:

\$20 per student = \$6,000

Snacks:

1.00 per person/day x 19 = \$6,289

T-shirts:

\$6.00 per person = \$1,986

Field Trips:

4 trips

\$6.00 per person/trip = \$7,944

Need to figure cost of fuel and drivers

Morning Academic Sessions:

8:30-9:15 Reading Enrichment

9:15-10:00 Snack and Mindfulness/Movement Activities

10:00-10:45 Math Enrichment

10:45-11:30 STEM Activities/SEL Lessons/Virtual Field Trips

Field Trip Days:

8:30-11:30 Academic Sessions

11:30-12:15 Lunch (bring own sack lunch)

12:15-3:30 Field Trips

Field Trips:

Week 1 (Friday) – Morning Grit Farm in Rose Hill

Week 2 (Friday) – Movies at Derby Theater (2 different age-appropriate/theme related movies)

Week 3 (Friday) – Great Plains Nature Center in Wichita

Week 4 (Thursday) – Wichita Art Park

Student enrollment will be based on spring FastBridge scores identifying students who are below benchmark in reading or math and 3rd – 5th grade students scoring at level 1 or 2 on 2022 State Assessments.

Could you provide your best estimate of the number of staff and kids that this would cover as well as a general overview of the programming?

Please provide a more detailed break out of estimated funds and supplies

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	\$8,000
Total Expenditures	<u>\$24,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Could you provide your best estimate of the number of staff and kids that this would cover as well as a general overview of the programming?

Please provide a more detailed break out of estimated funds and supplies

Line Item ID: 394-3-0032

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

E3: Textbook

Account Number

77985

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

Additions to ELA adoption to replace current curriculum. Inefficiencies were identified in the current curriculum during our Covid learning delivery.

Our current curriculum has no intervention and is strictly textbook based. Journeys is weak in phonics, no phonemic awareness and no built in interventions or decodables.

The new Benchmark Advanced has print and digital materials for whole group, student practice, small group, interventions, phonics, assessments and decodables. Haggerty is a phonemic awareness program that we are adding on that we do not currently have.

Here is a breakout of the Elementary items that are being added on to bolster our current offerings. MS & HS are still working on their plan.

ESSER III Elementary ELA Curriculum Materials \$105,038

Primary School

Intervention Teacher Resources K-2 \$10,435

Teacher Resources System K-2 sped \$2,394

Phonics Resources K-1 \$76,230

Foundations for K-2 professional learning books \$1,349

Phonemic Awareness Curriculum \$2,912

PS Total \$93,320

Intermediate School

Intervention Teacher Resources 3-5 \$9,870

Teacher Resources System 3-5 sped \$399

Differentiating Reading Instruction for Gr. 3-5 prof learning books \$1,349

Phonemic Awareness Curriculum Gr. 3 \$100

IS Total \$11,718

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$200,000

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$200,000

Status

Task Force Review

Line Item Comment from KSDE

Please further explain the exact ELA curriculum that you will purchase as well as how it relates to Covid. What parts of the curriculum show that it fits into the set aside learning loss. Please also give some examples of the inefficiencies that were identified in the current curriculum.

Line Item ID: 394-3-0033

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

E3: FICA

Account Number

77900

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 on all premium pay and covid paid leave amounts.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$26,053
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$26,053

Status

Task Force Review

Line Item ID: 394-3-0034

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

E3: BENE

Account Number

77901

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

Benefits like UNE on all premium pay and covid paid leave amounts.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$1,000

Status

Task Force Review

Line Item ID: 394-3-0035

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

E3: SAL COVID RELATED FICA ON

Account Number

77933

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

Fica for Covid related nurse sub/additional help pay.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$80
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$80</u>

Status

Task Force Review

Line Item ID: 394-3-0036

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

E3: SAL FOOD SERVICE DIR

Account Number

77953

Function Code

3100 - Food Service Operations

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

We couldn't pay our Food Service Manager out of fund 24 to process the Economic Surveys, this is simply the hourly wages for our staff to process and log the Economic Surveys that were required in place of the usual Child Nutrition Benefits Applications that help us determine the qualification for @rsk services.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$594
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$594</u>

Status

Task Force Review

Line Item Comment from KSDE

Please further explain what this is and what the money is going to be spent on.

Line Item ID: 394-3-0037

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

E3: IS INSTRUCTIONAL SOFTWARE

Account Number

77962

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

In 2022 we paid for another year of SeeSaw that we started in 2020 with the onset of Covid as a useful instructional tool for our Primary aged students as well as the ability to communicate with the families. In 2023 & 2024 we will be paying for our communications platform that was required to keep up with the Covid-19 information distribution.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$13,518
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$13,518</u>

Status

Task Force Review

Line Item ID: 394-3-0038

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

E3: MS INSTRUCTIONAL SOFTWARE

Account Number

77963

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

In 2022 we paid for another year of SeeSaw that we started in 2020 with the onset of Covid as a useful instructional tool for our Primary aged students as well as the ability to communicate with the families. In 2023 & 2024 we will be paying for our communications platform that was required to keep up with the Covid-19 information distribution.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$14,089
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$14,089</u>

Status

Task Force Review

Line Item ID: 394-3-0039

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

E3: HS INSTRUCTIONAL SOFTWARE

Account Number

77964

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

In 2022 we paid for another year of SeeSaw that we started in 2020 with the onset of Covid as a useful instructional tool for our Primary aged students as well as the ability to communicate with the families. In 2023 & 2024 we will be paying for our communications platform that was required to keep up with the Covid-19 information distribution.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$14,731
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$14,731</u>

Status

Task Force Review

Line Item ID: 394-3-0040

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

E3: PS ADMIN SOFTWARE SUPPORT

Account Number

77971

Function Code

2400 - Support Services (School Administration)

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is professional development for staff to utilize the FastBridge testing platform to successfully identify areas of learning loss due to Covid-19 protocol.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,883
Budgeted Expenditures in SFY 2023	\$1,157
Budgeted Expenditures in SFY 2024	\$1,157
Total Expenditures	<u>\$5,197</u>

Status

Task Force Review

Line Item ID: 394-3-0041

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

E3: IS ADMIN SOFTWARE SUPPORT

Account Number

77972

Function Code

2400 - Support Services (School Administration)

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is professional development for staff to utilize the FastBridge testing platform to successfully identify areas of learning loss due to Covid-19 protocol.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$300
Budgeted Expenditures in SFY 2023	\$1,156
Budgeted Expenditures in SFY 2024	\$1,156
Total Expenditures	<u>\$2,612</u>

Status

Task Force Review

Line Item ID: 394-3-0042

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

E3: MS ADMIN SOFTWARE SUPPORT

Account Number

77973

Function Code

2400 - Support Services (School Administration)

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is professional development for staff to utilize the FastBridge testing platform to successfully identify areas of learning loss due to Covid-19 protocol.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$600
Budgeted Expenditures in SFY 2023	\$1,156
Budgeted Expenditures in SFY 2024	\$1,156
Total Expenditures	<u>\$2,912</u>

Status

Task Force Review

Line Item ID: 394-3-0043

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

E3: HS ADMIN SOFTWARE SUPPORT

Account Number

77974

Function Code

2400 - Support Services (School Administration)

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is professional development for staff to utilize the FastBridge testing platform to successfully identify areas of learning loss due to Covid-19 protocol.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$600
Budgeted Expenditures in SFY 2023	\$1,156
Budgeted Expenditures in SFY 2024	\$1,156
Total Expenditures	<u>\$2,912</u>

Status

Task Force Review

Line Item ID: 394-3-0044

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

E3: PS STDT SUPPORT MATERIALS

Account Number

77976

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Phonics Boost Curricular items for learning loss recovery. Storage containers for sanitation purposes in the classrooms. Phonics Boost is the name of the Curriculum, it includes Oral Reading Passages and Student Workbooks as well as Lesson Plans for Additional Intervention Resources. It is not different from Line 45, it is just broke out for Building based budgeting purposes. 77976 is Primary (K-2) and 77977 is Intermediate (3-5).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,181
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,181</u>

Status

Task Force Review

Line Item Comment from KSDE

Please further explain the exact Phonics Boost curricular items will be purchased and how the necessity to purchase them relates to Covid. I plan to recommend the storage containers as allowable, however, they will not be able to be included in the 20% set aside for learning loss. You could remove the storage containers all together or put them in their own line item that is not designated as part of the 20%. Please also explain how this line item differs from line 45.

Line Item ID: 394-3-0045

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

E3: IS STDT SUPPORT MATERIALS

Account Number

77977

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Phonics Boost Curricular items for learning loss recovery. Storage containers for sanitation purposes in the classrooms. Per comment from task force, I have removed from the LL amount as we have enough other LL expenses without this.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$896
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$896</u>

Status

Task Force Review

Line Item Comment from KSDE

I don't think this applies to 20% set aside for learning loss because of the storage containers. But I do think it is an eligible expenditure otherwise. See further explanation on line 44.
Please divide this into two separate line items.

Line Item ID: 394-3-0046

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

E3: BLDG - HVAC SRV RHPS

Account Number

77990

Function Code

4700 - Building Improvements

Object Code

453 - Heating and Cooling System Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Upgrades to our HVAC units to improve indoor air quality to help mitigate the spread of Covid-19. There are 4 line items that look them same split 4 ways because we wanted to keep everything separate for the building based budgeting for the ESSA report.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$25,719
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$25,719</u>

Status

Task Force Review

Line Item Comment from KSDE

Please further explain how this is different from line 47, 48, & 49. Why are these 4 split into different line items. Capital Improvement documentation required.

Line Item ID: 394-3-0047

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

E3: BLDG - HVAC SRV RHIS

Account Number

77991

Function Code

4700 - Building Improvements

Object Code

453 - Heating and Cooling System Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Upgrades to our HVAC units to improve indoor air quality to help mitigate the spread of Covid-19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$25,717**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,717**Status**

Task Force Review

Line Item Comment from KSDESee further explanation on line 46
Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 394-3-0048

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

E3: BLDG - HVAC SRV RHMS

Account Number

77992

Function Code

4700 - Building Improvements

Object Code

453 - Heating and Cooling System Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Upgrades to our HVAC units to improve indoor air quality to help mitigate the spread of Covid-19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$25,717**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,717**Status**

Task Force Review

Line Item Comment from KSDESee further explanation on line 46
Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 394-3-0049

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

E3: BLDG - HVAC SRV RHHS

Account Number

77993

Function Code

4700 - Building Improvements

Object Code

453 - Heating and Cooling System Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Upgrades to our HVAC units to improve indoor air quality to help mitigate the spread of Covid-19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$25,717**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,717**Status**

Task Force Review

Line Item Comment from KSDESee further explanation on line 46
Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 394-3-0050

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

E3: Summer School Materials

Account Number

77979

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

Materials and Supplies, Snacks, T-shirts, postage ect. for Summer School.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$14,275**Budgeted Expenditures in SFY 2023** \$14,275**Budgeted Expenditures in SFY 2024** \$14,275**Total Expenditures** \$42,825**Status**

Task Force Review

Line Item ID: 394-3-0051

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

E3: Summer School Field Trips

Account Number

77981

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

Transportation cost for field trips during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$3,000</u>

Status

Task Force Review

Line Item ID: 394-3-0052

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

E3: SAL CERT SUMMER SCHOOL

Account Number

77982

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

Teacher wages for summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$40,800
Budgeted Expenditures in SFY 2023	\$40,800
Budgeted Expenditures in SFY 2024	\$40,800
Total Expenditures	<u>\$122,400</u>

Status

Task Force Review

Line Item ID: 394-3-0053

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

E3: SAL NON-CERT SUMMER SCHOOL

Account Number

77983

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Paras for summer school.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$15,825**Budgeted Expenditures in SFY 2023** \$15,825**Budgeted Expenditures in SFY 2024** \$15,825**Total Expenditures** \$47,475**Status**

Task Force Review

Line Item ID: 394-3-0054

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

E3: SUMMER SCHOOL FICA

Account Number

77984

Function Code

1000 - Instruction

Object Code

221 - FICA - Employer's Contribution

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA on Summer School wages.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$100**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$100**Total Expenditures** \$300**Status**

Task Force Review

Line Item ID: 394-3-0055

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

E3: NURSE CONF REG RHES

Account Number

77965

Function Code

2134 - Nursing 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

New School Nurse Orientation & Conference for KS School Nurses

Budgeted Expenditures in SFY 2021 \$660**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$660**Status**

Task Force Review

Line Item ID: 394-3-0056

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

E3: NURSE CONF REG RHHS

Account Number

77966

Function Code

2134 - Nursing 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

New School Nurse Orientation & Conference for KS School Nurses

Budgeted Expenditures in SFY 2021 \$660**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$660**Status**

Task Force Review

ESSER III APPLICATION FOR D0396

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>
Douglass Public Schools	921 E. First, Douglass, KS 67039	921 E. First, Douglass, KS 67039
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Robert Reynolds	rreynolds@usd396.net	(316) 747-3300

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Robert D Reynolds	Supt	rreynolds@usd396.net	(316) 650-3283
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Lachelle Prather		lprather@usd396.net	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://files.gabbart.com/497/covid_reopening_plan_2021-2022_douglass_usd_396_.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?

From the beginning of the pandemic the Douglass school district has focused on creating a common sense plan to help mitigate the effects of the COVID pandemic. Our plan was established to take the health and safety of our students and staff seriously and throughout the COVID pandemic we have focused on common sense protocols to keep our stakeholders safe. We based our decisions on guidance from the Kansas State Department of Education, Kansas Department of Health and Environment, Butler County Health Department and the CDC. Our local decisions have been approved by the Douglass Board of Education. Local COVID data is collected and adjustments are made as needed.

As we focused on maintaining in-person Instruction and have utilized ESSER Funds for the purchase of PPE, cleaning materials and equipment, technology, connectivity and personnel to reduce class size. These expenditures will continue to be utilized through the life of these funds.

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 an effort to gather stakeholder input the district utilized the KSDE ESSER III toolkit. We found the samples helpful as we strived to gather information from all of the groups. We deployed the student survey in Grades 5-12 and received 48% response. In addition to the surveys we also took advantage of the opportunity to have small group focus discussions with our student leadership groups. These groups included STUCO, SALT (Student Athletic Leadership Team), Principals Advisory and also elementary guidance discussions. Not only did we have discussions during the ESSER III planning process we also have utilized these groups for feedback during the entire COVID planning process. We also pulled our KESA student perception surveys as well.

Families

Douglass Schools has multiple avenues in place to communicate with families, There are weekly notifications that go out to every family in the district via email. We send phone notifications out on a regular basis and we send out a monthly news letter to provide updates to every taxpayer in the district. We are very proud of our parent/teacher conference attendance rates. We have 100% in the high school grades 11 and 12 as they are required. Through the COVID pandemic we utilized all of these forms of communication to reach families.

In addition during the planning for the ESSER III application we deployed the parent survey from the ESSER III toolkit with a few adjustments. We were a little disappointed with the participation of 35%. We also utilized our KESA perception survey as we reviewed our ESSER III plan. The use of our district and building site councils, PTO, Booster Club, Community Foundation meetings and superintendent coffee's we were able to engage our families and greater community.

School and District Administrators including Special Education Administration

The Douglass administrative team has the luxury of meeting monthly with our Assistant director of special education included in our monthly meetings. The Superintendent also meets monthly with the Interlocal administration county wide. Through these meetings we addressed the entire COVID situation to ensure that our special education populations were having their needs met even when we were not able to be in-person. The special education staff is included on all of our faculty meetings and also attends all of our Friday late starts weekly they are a part of our staff.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Throughout the pandemic we utilized our existing avenues of communication to provide transparency, and two way communication to include all school groups. Our COVID committee consisted of a cross section of teachers, administration, counselors, classified staff, paras, parents and community members. Our Douglass Education Association also provided members to our committee. Our plan was vetted through our committee and ultimately approved by the Douglass Board of Education.

Deployment of the ESSER III survey resulted in 65% of all employees responding. The survey responses confirmed the direction of our plan. Responses included the following data on ESSER III uses: Expanded Social Emotional Support 51.5%, Additional Academic Support 48.7%, Additional Behavioral Support 40.6%, Expanded Summer learning opportunities 30.7%, Facility Upgrades to support health needs 26.7%. In addition staff responded with an additional request of Premium Pay.

Tribes

We utilized the letter/email listed below to reach out to the area tribes formally. I also reached out to individuals who are identified as Native American in our student data base as well as individuals in our community. The plan was shared with these individuals and we received limited responses. The best dialogue actually came from a morning coffee group that included three community members who are actually certified members of the Cherokee tribe and also one that is a member of the Miami tribe. The plan was discussed as well as the reasons why the resources were needed. Feedback included focus on helping students with learning issues and support for social emotional issues.

(Letter/email)

Good morning,

My name is Rob Reynolds, and I am the superintendent of schools in Douglass, KS. I am sending this email to explain a process that we are currently going through that involves an application for federal COVID grant money that all school

districts in Kansas are currently going through. Schools have received grant money from the federal government due to COVID and its effect on our students and their safety. In addition to the obvious primary health and safety issues associated with COVID, we are also very concerned about learning loss and social emotional issues that stem from the effects of this pandemic. As a part of the grant, we are required to contact several organizations and explain to them how we intend to spend the money and what students will benefit from these expenditures. We have to prove to the review group that we did share the information. The state recognizes a list of several organizations to choose from, and we as a district feel that your organization would be a great resource to contact and share our information. If you could simply look at our plan below and provide any feedback, we would greatly appreciate it, and we will use your feedback to help build our final plan.

We are a small rural school district, which allows us to make more one-on-one connections with students. We look at their individual data and take that information to help our students grow and stay on track to move to the next grade level. Our focus is to use the grant funds to provide support for our students to overcome learning loss and to cope with Social Emotional issues. By targeting most of the funds on these two areas, we believe that our kids will receive the most benefit.

Learning Loss and Student Learning:

- We have hired extra staff at the elementary level to allow a better teacher-to-student ratio to help students with learning loss due to COVID. Our data indicated that our lower elementary grades suffered the largest learning loss over the past two years, so the decision was made to add personnel to help these students get back on track. All students will benefit from this addition of staff.
- We will purchase more curricular tools to help better diagnose learning loss and to address those needs.
- We will have an extended school year this summer. This will provide more time for instruction for our students which will aid them in staying on grade-level track. The expenses for this will include teacher pay as well as added curriculum and activities. All students will be allowed to be a part of this program.

Purchase and upgrade of technology:

- We will purchase additional technology to aid with remote learning when necessary, and it also allows us to use tablets and computers to help with learning recovery at various levels as needed by our students. New software also helps with remedial learning as well as advanced learning for those students who have surpassed grade level.

Student Health and Safety:

- We have Implemented health strategies, protocols and safety measures to keep schools open and keep students safe. We have temperature stations that are used as needed for students and staff as they enter the building. We have health protocols through our nurse to help better diagnose when students are ill and need to be sent home, quarantined, etc...
- Facility repairs and improvements to reduce virus transmission and exposure to environmental health hazards. This includes better ventilation and indoor air quality in the school buildings.

Social Emotional Strategies:

- We are providing more mental health support for students and staff, including the addition of a program to help improve tracking and mental health issues and finding solutions for staff and students.
- We are hiring two additional school counselors to assist with individual and group counseling. They will also help us review student data and help coordinate Social Emotional strategies and support staff.

*All students will benefit from these changes. All students will be able to participate in these programs. No discrimination will take place based on race/national origin, disability, learning level, sex, age, etc... All students will be included. All staff will be included in the areas that these changes pertain to as well.

Thank you for reviewing these items. If you have comments on how we might improve, I would welcome those and they will be taken into consideration.

Respectfully,
Rob Reynolds
District Superintendent, USD 396

Civil Rights Organization including Disability Rights Organizations

We sent a letter/email (included below) to reach out to several groups including the ACLU of Kansas We have not received any response.

Letter/Email

Good morning,

My name is Rob Reynolds, and I am the superintendent of schools in Douglass, KS. I am sending this email to explain a process that we are currently going through that involves an application for federal COVID grant money that all school districts in Kansas are currently going through. Schools have received grant money from the federal government due to COVID and its effect on our students and their safety. In addition to the obvious primary health and safety issues associated with COVID, we are also very concerned about learning loss and social emotional issues that stem from the effects of this pandemic. As a part of the grant, we are required to contact several organizations and explain to them how we intend to spend the money and what students will benefit from these expenditures. We have to prove to the review group that we did share the information. The state recognizes a list of several organizations to choose from, and we as a district feel that your organization would be a great resource to contact and share our information. If you could simply look at our plan below and provide any feedback, we would greatly appreciate it, and we will use your feedback to help build our final plan.

We are a small rural school district, which allows us to make more one-on-one connections with students. We look at their individual data and take that information to help our students grow and stay on track to move to the next grade level. Our focus is to use the grant funds to provide support for our students to overcome learning loss and to cope with Social Emotional issues. By targeting most of the funds on these two areas, we believe that our kids will receive the most benefit.

Learning Loss and Student Learning:

- We have hired extra staff at the elementary level to allow a better teacher-to-student ratio to help students with learning loss due to COVID. Our data indicated that our lower elementary grades suffered the largest learning loss over the past two years, so the decision was made to add personnel to help these students get back on track. All students will benefit from this addition of staff.
- We will purchase more curricular tools to help better diagnose learning loss and to address those needs.
- We will have an extended school year this summer. This will provide more time for instruction for our students which will aid them in staying on grade-level track. The expenses for this will include teacher pay as well as added curriculum and activities. All students will be allowed to be a part of this program.

Purchase and upgrade of technology:

- We will purchase additional technology to aid with remote learning when necessary, and it also allows us to use tablets and computers to help with learning recovery at various levels as needed by our students. New software also helps with remedial learning as well as advanced learning for those students who have surpassed grade level.

Student Health and Safety:

- We have Implemented health strategies, protocols and safety measures to keep schools open and keep students safe. We have temperature stations that are used as needed for students and staff as they enter the building. We have health protocols through our nurse to help better diagnose when students are ill and need to be sent home, quarantined, etc...
- Facility repairs and improvements to reduce virus transmission and exposure to environmental health hazards. This includes better ventilation and indoor air quality in the school buildings.

Social Emotional Strategies:

- We are providing more mental health support for students and staff, including the addition of a program to help improve tracking and mental health issues and finding solutions for staff and students.
- We are hiring two additional school counselors to assist with individual and group counseling. They will also help us review student data and help coordinate Social Emotional strategies and support staff.

*All students will benefit from these changes. All students will be able to participate in these programs. No discrimination will take place based on race/national origin, disability, learning level, sex, age, etc... All students will be included. All staff will be included in the areas that these changes pertain to as well.

Thank you for reviewing these items. If you have comments on how we might improve, I would welcome those and they will be taken into consideration.

Respectfully,

Rob Reynolds

District Superintendent, USD 396

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 utilized a letter/email (listed below) to gain input about our proposed plan. We did not have much response. We did have the following positive reply from Families together, "This truly looks like a very solid plan and will enhance learning of so many students who were affected by the pandemic. I am glad to see it includes ALL students. I anticipate that there is also consideration taken into account for those students who require accommodations to access these services such as hearing impaired, visually impaired, mobility etc. Thank you for supporting all students to have success in everything they do." In addition we also reached out to a consistent Foster Family in the district and shared our plan and also alerted them to our resources that includes access to our additional Social workers, summer programs and our interventionist. They were thankful for reaching out and letting them know about the resources. The ELL coordinator also reached out to the two families of students who are on consult for ELL services and shared our plan and also the resources available through our ESSER III grant to support their students. We currently do not have any Homeless students or incarcerated youth. We are not aware of any other underserved student groups.

Good morning,

My name is Rob Reynolds, and I am the superintendent of schools in Douglass, KS. I am sending this email to explain a process that we are currently going through that involves an application for federal COVID grant money that all school districts in Kansas are currently going through. Schools have received grant money from the federal government due to COVID and its effect on our students and their safety. In addition to the obvious primary health and safety issues associated with COVID, we are also very concerned about learning loss and social emotional issues that stem from the effects of this pandemic. As a part of the grant, we are required to contact several organizations and explain to them how we intend to spend the money and what students will benefit from these expenditures. We have to prove to the review group that we did share the information. The state recognizes a list of several organizations to choose from, and we as a district feel that your organization would be a great resource to contact and share our information. If you could simply look at our plan below and provide any feedback, we would greatly appreciate it, and we will use your feedback to help build our final plan.

We are a small rural school district, which allows us to make more one-on-one connections with students. We look at their individual data and take that information to help our students grow and stay on track to move to the next grade level. Our focus is to use the grant funds to provide support for our students to overcome learning loss and to cope with Social Emotional issues. By targeting most of the funds on these two areas, we believe that our kids will receive the most benefit.

Learning Loss and Student Learning:

- We have hired extra staff at the elementary level to allow a better teacher-to-student ratio to help students with learning loss due to COVID. Our data indicated that our lower elementary grades suffered the largest learning loss over the past two years, so the decision was made to add personnel to help these students get back on track. All students will benefit from this addition of staff.
- We will purchase more curricular tools to help better diagnose learning loss and to address those needs.
- We will have an extended school year this summer. This will provide more time for instruction for our students which will aid them in staying on grade-level track. The expenses for this will include teacher pay as well as added curriculum and activities. All students will be allowed to be a part of this program.

Purchase and upgrade of technology:

- We will purchase additional technology to aid with remote learning when necessary, and it also allows us to use tablets and computers to help with learning recovery at various levels as needed by our students. New software also helps with remedial learning as well as advanced learning for those students who have surpassed grade level.

Student Health and Safety:

- We have Implemented health strategies, protocols and safety measures to keep schools open and keep students safe. We have temperature stations that are used as needed for students and staff as they enter the building. We have health protocols through our nurse to help better diagnose when students are ill and need to be sent home, quarantined, etc...
- Facility repairs and improvements to reduce virus transmission and exposure to environmental health hazards. This includes better ventilation and indoor air quality in the school buildings.

Social Emotional Strategies:

- We are providing more mental health support for students and staff, including the addition of a program to help improve tracking and mental health issues and finding solutions for staff and students.
- We are hiring two additional school counselors to assist with individual and group counseling. They will also help us review

student data and help coordinate Social Emotional strategies and support staff.

*All students will benefit from these changes. All students will be able to participate in these programs. No discrimination will take place based on race/national origin, disability, learning level, sex, age, etc... All students will be included. All staff will be included in the areas that these changes pertain to as well.

Thank you for reviewing these items. If you have comments on how we might improve, I would welcome those and they will be taken into consideration.

Respectfully,
Rob Reynolds
District Superintendent, USD 396

Provide the public the opportunity to provide input and take such input into account

In the early stages of developing our COVID plan and during the entire pandemic the Douglass school district used numerous surveys to garner input from the school and community. In addition we used a variety of communication avenues including but not limited to; district newsletter, School Messenger notification system which allows us to send calls, emails and survey links, site council meetings, community forums and board of education meetings. All of these forms of communication are still in place and allow the district to give information and receive feedback on a regular basis for all issues effecting the school district.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

One of the biggest impacts at the elementary school has been on reading progress at the primary grades. The grade level most affected seems to have been the class that was in kindergarten during the spring of 2020 when we shut down school for the last quarter of the year. Our AIMSweb Plus data indicates that a full two thirds of the class was at least three months behind for all of first grade. Not until the end of their second grade year, did we begin to see these students improving their reading decoding and fluency skills. As they enter their third grade year, we will be continuing to provide additional support to help close the gap. Other grade levels, especially primary students, showed a similar gap, but none as prevalent as the 2020 kindergarten cohort.

Another way in which elementary students in grades PK-5 have been affected is their social emotional health. The number of students and parents requesting support services from the elementary school counselor has doubled. Students have been less able to cope with their emotions and more anxious about social situations. The social emotional health of students has affected their ability to stay in class and get the most out of their educational program.

While consistent attendance has never been an issue at Seal Elementary, it has been during COVID. The past attendance rate for our school was consistently between 97 and 98% - until COVID. In the past year the overall attendance rate has dipped down closer to 90%, which is low for our school. Attendance has affected academic growth and overall grades for those not attending regularly.

At the secondary level, we have seen a significant negative impact resulting from factors related to COVID-19. The two primary areas of concern have been student loss of learning(especially with our low SES and higher risk population) and the social emotional health of students and families. Even upon returning to an onsite learning model, the fallout has continued as students have struggled with consistency in attending school, which has compounded the learning loss. Additionally, we have seen a dramatic rise in the number of our middle and high school students needing support from our counselors due to an increase in stress and anxiety, as well as students feeling like they are bearing a portion of the burden with difficulties in their homes as their parents have lost income or suffered in other ways as a result of the COVID Pandemic.

As a result of a comprehensive analysis of achievement data, it became evident that we needed an effective way to offer additional academic support to those students who were struggling to stay on grade level academically. Our strategy was to employ a secondary level interventionist and a vast array of resources to be used to address academic deficiencies for the students who have experienced the greatest learning loss. We felt it was critical to hire an experienced certified teacher with a strong background in reading and math intervention. This came with the significant cost of paying an additional salary and benefits as well as all the associated research based curriculum, resources, technology, and training required to implement an effective intervention program. We are already seeing positive results with students.

The other decision we made based on the increased concerns with social emotional health of students and families was to employ an additional full time social worker/counselor. We depend on our secondary level counselors not only for working with students SE needs one on one and in small groups, but also to provide SE instruction as well as structuring and implementing our assessment program, providing comprehensive post secondary preparation for students, and connecting with families who may be struggling. Our two counselors have worked tirelessly in all these areas, but the increased demand has made it truly impossible for them to provide the services and support necessary. Hiring two additional full time social worker/counselors district wide will alleviate some of the caseload for our current counselors, and it has allowed us to have a designated, qualified professional to serve as a liaison and support specialist with families. As with the interventionist, this has placed the burden on the district of paying an additional salary with benefits as well as creating an effective working space with appropriate resources. Our counseling department has created a full scale plan to prioritize the needs of students and families and support them in ways that will foster success.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

As the district reviewed Section 2001(e)(1) of the ARP Act, we found that it requires an LEA to reserve not less than 20 percent of its ESSER III allocation to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Allowable uses of this portion of funds are:

*Summer learning or summer enrichment

*Extended day

*Comprehensive afterschool programs

*Extended school year programs

*Evidence-based high dosage tutoring

*Full-Service Community Schools

*Mental health services and supports

*Adoption or integration of social emotional learning into the core curriculum/school day

The Douglass School District utilized funds to target learning loss and lost instructional time by implementing a summer jump start program for students in grades K-5 and credit recovery in secondary grades. In addition the district continues to supplement its extended day programs with ESSER funds. Other uses such as the additional social worker/counselor position and the additional instructional interventionists will also meet multiple tiers as prescribed in Sec. 8101 (21) of ESEA.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Based on the acceptable uses outlined in the section 2001(e) (2) of the ARP act the Douglass school district has planned for additional ESSER Funds to support the improvement of indoor air quality, implementation and monitoring of public health protocols required for the operation of school facilities, providing mental health social emotional services and supports to students and families, and supporting additional teacher duties and retention of staff. The district is thankful for the opportunity to receive these funds and will continue to evaluate its plan to ensure that the funds are being used to support the health, safety and learning of the students of the district. By addressing all of the identified challenges that are a product of this pandemic we feel that the flexibility of our plan and availability of the remaining funds will help the district ensure that it is evaluating and addressing the learning, health and emotional needs of our students.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Douglass Schools will be adding two social worker/counselor positions to support students with social and emotional difficulties that interfere with the classroom learning environment and individual student's academic progress. We currently have one school social worker/counselor in each building whose main duties are to support students, facilitate the Student Intervention Team, plan and facilitate PBIS activities, coordinate standardized testing, and teach Social Emotional Learning lessons. Our school social worker/counselors do a great job meeting the broad goals of their positions. However, it is more difficult to meet the demand for supporting individual students and small groups of students who need consistent counseling.

Since the rise of the COVID-19 Pandemic we have noticed an increase in the number of students who are experiencing anxiety and other social/emotional difficulties at school. It has long been known that children have a hierarchy of needs that must be met in order for them to learn. These basic needs include food, clothing, safety/security and belonging. When these needs are lacking, students may become emotionally dysregulated. At school, emotional dysregulation may manifest in negative behaviors that interfere or stop a student from being able to engage in learning. In some cases a student's dysregulation is very disruptive to the classroom environment as a whole.

It is our belief that the pandemic has amplified social and emotional needs for many of our students. Due to the increased demand for social and emotional support at school, our current staff is unable to consistently meet the needs of students with emotional dysregulation and complete their other job duties. The additional school social worker/counselor would be assigned to support individual students and small groups of students for consistent counseling that would target social and emotional regulation. The new social worker/counselor's main duties will include:

- * Working with administration, classroom teachers, and special education teachers to support students with behavior plans
- * Writing and monitoring Tier 2 and Tier 3 behavior intervention plans
- * Consistent counseling sessions with individual students
- * Consistent small group counseling sessions
- * Manage/facilitate crisis dysregulation situations
- * Facilitate students in ISS
- * Aid in supporting truant students

It is our vision that the new social worker/counselors would be mentored by our existing staff members. Together, the social work/counselor teams would be able to make more of an impact with all student populations who struggle most with social/emotional issues allowing them to better attend to academic learning.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$574,086	\$0	\$574,086	ESSER III Allocations	\$114,818
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$574,086	\$0	\$574,086	Amount Still Needed	\$114,818
In Review Total	\$338,975	\$0	\$338,975	In Review Total	\$149,730
Amount Left	\$235,111	\$0	\$235,111	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
396-3-0001	Direct	False	1000	111	1A	\$100,449	Task Force Review
396-3-0002	Direct	True	1000	111	1A	\$124,340	Task Force Review
396-3-0003	Direct	True	1000	121	1A	\$15,891	Task Force Review
396-3-0004	Direct	False	1000	121	1A	\$30,973	Task Force Review
396-3-0005	Direct	False	1000	111	10	\$57,823	Task Force Review
396-3-0006	Direct	True	1000	111	12	\$5,929	Task Force Review
396-3-0007	Direct	True	1000	122	12	\$2,070	Task Force Review
396-3-0008	Direct	True	1000	610	12	\$1,500	Task Force Review

Line Item Details

Line Item ID: 396-3-0001

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

96-ESSER III

Account Number

96-1000-111-01

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

A certified teacher to reduce the number of students/staff in our upcoming 3rd grade class (largest class size in ES), which increases the safety for students and staff as they are better able to socially-distance as a result of COVID-19.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$49,119

Budgeted Expenditures in SFY 2024 \$51,330

Total Expenditures \$100,449

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

96-ESSER III

Account Number

96-1000-111-02/03

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

A certified teacher to extend our successful MTSS program to the MS/HS. This provides additional support for both students and staff to ensure the learning time lost due to COVID-19 school closure does not affect the students' success in the future. The MTSS coordinator will manage student data and implement intervention strategies for students not performing at grade level.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$60,802
Budgeted Expenditures in SFY 2024	\$63,538
Total Expenditures	<u>\$124,340</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

96-ESSER III

Account Number

96-1000-121-01

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

Our current MTSS coordinators at the elementary school have had an increase in students who are eligible for specialized instruction. Due to learning loss and size precautions to remain safe with small cohort groups, a MTSS paraeducator is added to the ES staff to assist the certified staff members in continuing to provide this support. This will also give the district the ability to expand the program to reach students who were not receiving services due to the inability to provide adequate staff for the number of students. Originally hired two (2) paraeducators and reduced down to one(1) beginning SY23.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$15,891
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Total Expenditures	\$15,891
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Status

Task Force Review

Line Item ID: 396-3-0004

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

96-ESSER III

Account Number

96-1000-121-01

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

To reduce class size and assist in spreading out students, a paraeducators was added to our fifth grade classrooms.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$15,146
------------------------------------------	----------

Budgeted Expenditures in SFY 2024	\$15,827
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Total Expenditures	\$30,973
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Status

Task Force Review

Line Item ID: 396-3-0005

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

96-ESSER III

Account Number

96-2120-111-01

Function Code

1000 - Instruction

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

A certified position has been added to our elementary to provide more mental health support for students and staff. They will also help us review student data and help coordinate Social Emotional strategies to support students and staff.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$24,938
------------------------------------------	----------

Budgeted Expenditures in SFY 2024	\$32,885
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Total Expenditures	<u>\$57,823</u>
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Status

Task Force Review

Line Item ID: 396-3-0006

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

96-ESSER III

Account Number

96-1000-111-01

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

Two(2) certified teachers have been hired to provide extended school to help get those students that fell behind during the COVID-19 school closure to get back on track and at grade level in reading and math.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$5,929
------------------------------------------	---------

Budgeted Expenditures in SFY 2023	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2024	\$0
------------------------------------------	-----

Total Expenditures	<u>\$5,929</u>
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Status

Task Force Review

Line Item ID: 396-3-0007

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

96-ESSER III

Account Number

96-1000-121-01

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Two(2) paraeducators for our extended school year program.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$2,070**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,070**Status**

Task Force Review

Line Item ID: 396-3-0008

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

96-ESSER III

Account Number

96-1000-610-01

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Supplies for extended school year program

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** \$1,500**Status**

Task Force Review

ESSER III APPLICATION FOR D0408

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>
Marion-Florence	101 N Thorp, Marion, KS 668611125	101 N Thorp, Marion, KS 668611125
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lee Leiker	lee@usd408.com	(620) 382-2117

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kristi Mercer	Clerk of the Board	mercekri@usd408.com	(620) 382-2117
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Jordan Metro	metrojor@usd408.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1522681/USD_408_Plan_1-19-22_BOE__Approved__1_.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

We would like to purchase some new touchless water fountains to help eliminate possible exposure points. We would also like to purchase a couple of additional school buses and an activity bus to allow for social distancing on buses. We would be able to send multiple buses to a sporting event if needed as well as make some of our routes shorter to allow for fewer kids on a bus as well as shortened time on the bus.

We would like to replace our phone and intercom system to allow for better paging into classrooms as well as being able to contact classrooms without sending additional individuals into a room to make contact. This will be beneficial in the case of a quarantined classroom.

To assist with the increased testing and contact tracing that our school nurse does, we would like to hire a part-time nurse to assist with the nurse duties that are being neglected.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

There are students included in the High School Building Improvement Team. We received feedback from students on what summer learning options were needed at the High School. During parent/teacher conferences in Spring of 2021 and Fall of 2021, students attended the conferences in some cases. They were allowed to contribute to the conference. They described their struggles with learning during the pandemic, especially when they were forced to learn remotely, or were missing school for quarantines. The students helped identify the subjects they struggled the most in, especially when learning remotely.

Families

We sent a survey out to all parents asking for input on the District's response to the pandemic and what they suggested for improvements. All families had the opportunity to respond to the survey. We had 295 responses out of the roughly 350 families that would have received the survey. We received feedback on how online learning went during the initial part of the pandemic and most were agreeable that their children needed to be in the classroom learning new things, not just maintaining what they had already learned. They were also concerned with the safety of the buildings.

We also met with parents through our Building Improvement Team meetings to get more perspectives on how the funds should be spent. Each building had 2 - 5 parents on their Building Improvement Team. Parents at the BIT meetings shared concerns regarding social distancing requirements and learning loss during the online timeframe of the pandemic.

Parents were talked to during the parent/teacher conferences during the pandemic. The Fall conferences were mandatory, and we had high attendance at the Fall 2021 conferences. In some instances, the students were included in the conferences, too. While reviewing test scores from the previous year and the NWEA testing done in Fall 2021, parents shared their concerns with math scores going backwards in some cases or not increasing like you would expect them to from fall 2020 to spring 2021.

School and District Administrators including Special Education Administration

The School and District Administrators met on a weekly basis to determine the needs of the District as it pertained to our ESSER III Plan. We discussed how to improve our facilities to allow for increased social distancing, air flow/ventilation and cleaning. We also discussed the learning loss that had taken place during the pandemic and worked on plans to allow for increased learning opportunities as well as targeting the areas that showed the most consistent learning loss. The group also discussed the need for retention bonuses to encourage our staff to continue working for the District and not leave education due to the added responsibilities we were placing on the staff as well as the health concerns.

School and District Administrators also reached out to their peers in other Districts to gain ideas on how other Districts were putting together their plans and what they were focusing on.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Principals met with teachers in their buildings to discuss the needs within each building in regards to improving facilities for social distancing, cleaning, ventilation. They also reviewed test scores to help identify areas of learning loss that could be attributed to the pandemic. Teachers helped plan for summer school learning opportunities that could be offered to focus on the students that suffered the most learning loss and weren't covered by other summer school sessions.

The District School Improvement Team also met several times during the school year to discuss curriculum and ideas on how to address the learning loss as well as identifying curriculum they wanted to recommend to purchase.

Tribes

Even though we do have some Native American Students, the number of families and students who are Native American is relatively small. We did not have any Native American families return our survey. We did visit with the parents and students of these families during Parent/Teacher conferences, and like many of our families, they are concerned about the safety of our schools and disinfecting of surfaces within our schools throughout the day.

Civil Rights Organization including Disability Rights Organizations

We reached out to the Kansas Action for Children to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights and the opening of schools for in person education. The Kansas Action for Children representative suggested we focused on the physical infrastructure of our schools to provide clean air and increased disinfecting, to provide as much touchless technology as possible in the daily operation of our schools, to address teacher retention, to focus on student nutrition, to limit visitors by doing virtual governance and communication, and to maintain as much social distancing as possible.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

District Administrator met with the County Health Nurse to formulate plans for what changes needed to be made to our facilities to help mitigate exposure.

We also work closely with our local Families and Communities Together organization as well as local social case workers to determine changes needed to help address the needs of our children in foster care as well as the underserved students in our District. This collaboration was during normal meetings that the Families and Communities Together organization conducted as well as informal conversations with the Director as well as a Prairie View Case Worker that our District works very closely with.

We have worked with our Site Councils to discuss and develop safety strategies and support plans to reopen schools safely and to adjust our educational plans and policies to meet the needs of our various student subgroups. We are working closely with our Special Education Cooperative (MCSEC) to implement strategies for improved learning for our students on IEP's and students with disabilities, while maintaining safe and healthy educational environments. This includes regular meetings with Special Education Teachers, School Psychologists, and Counselors to quickly address needs of special education students and our English Language Learners. In developing our ESSER support plan, we have coordinated with the Marion Police Department to identify homelessness or any incarcerated within our district in order to quickly contact these families and address their personal and educational needs. Most of our foster care students also have an IEP and are part of the group that are benefitting from intervention strategies utilized through special education for safe and supportive schools. Survey data from foster care families and migratory families not on an IEP, have similar concerns with the health and safety of students and will be addressed through strategies and plans that meet the needs of all students within the district.

Provide the public the opportunity to provide input and take such input into account

Administrators and Board Members fielded questions and suggestions from the general public as they were approached at various events or in public settings. While we did not have a formal survey of the public, our administrators and board members have informally requested suggestions and feedback from the general public in their everyday dealings with the community. A large portion of our community are parents and grandparents of the children we serve and included in other stakeholder areas of this survey.

Feedback received included the need to address the learning loss that our students incurred during the pandemic, especially during the timeframe that we were forced to be remote learning. They also have expressed the need to retain quality teachers and staff to help keep a stable learning environment. They also indicated a need to address the mental well being of our students and help address the mental health issues that were created by the pandemic.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 408 has approximately 500 students PreK-12 enrolled at two attendance centers. The first attendance center is a PreK-5 building and the second location houses a 6-8 middle school and a 9-12 high school. In March of 2020, the school year abruptly changed due to the coronavirus and the remainder of the 2019-2020 school year was cut short and completed through remote learning. The shortened year and the remote learning did not meet the educational needs of most of the students. The start of the 2020-2021 academic year was delayed due to Covid-19 and the year also was plagued with considerable remote learning for the students. This delay and remote education exacerbated the instructional and educational loss for the students. The 2021-2022 school year was once again tormented with challenges due to the ongoing coronavirus pandemic. There were continual quarantines of both students and staff, low attendance rates, chronic absenteeism, disrupted learning, and significant learning loss.

Our high school ACT scores document continual declining scores in all tested areas. Math scores have fallen from 21.4 in 2018-2019 to 18.8 in 2021-2022. Reading declined from 22.3 in 2018-2019 to 19.5 in 2021-2022. English scores fell from 20.7 in 2018-2019 to 17.3 in 2021-2022. Science scores dropped from 21.2 in 2018-2019 to 19.4 in 2021-2022. STEM scores fell from 21.6 in 2018-2019 to 19.3 in 2021-2022 and the Composite scores went from 21.6 to 18.8 during the same time period. Historically, the ACT scores for district students have either risen or at least been sustained near the 2018-2019 levels and they have never consistently fallen across the board as the data currently shows.

Our NWEA testing data, as well as our FastBridge data from the spring of the 2021-2022 academic year have revealed two areas of concern: The range between the high performing student scores and the low performing student scores has broadened. Also, the number of students scoring in the "some risk" and the "high risk" categories has increased. These two concerns are evident in both reading and math in both the elementary school and the middle school.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

We are providing afterschool homework assistance for grades 6-12 one day a week. This allows students to get additional one-on-one assistance if they need assistance. This helps students that are falling behind due to increase absences from being ill or quarantined. It also provides the opportunity for those students that are struggling with concepts in their classes due to learning loss that occurred during the previous two years and is impacting their level of understanding.

We are offering Summer School to the lowest 6-8 students who are not on an IEP in each grade level, grade K-5. We have always had a SPED Summer School, but this will hit the students that are not necessarily low enough to meet having an IEP, but do not meet the levels in the regular education classroom. The students were chosen through Fastbridge data and combined with the needs in each reading and math.

We are also offering a musical theatre summer camp for grades 3-12 to help offset missed opportunities in the fine arts during the past two and a half years.

We are also offering a math summer program for 8th graders going into high school to help them learn algebra to better prepare them for high school math courses. This population has suffered learning loss in math and are not as prepared for the high school math courses.

Over 20% of our ESSER funds will be used to address the negative academic impact that was created by the lost instructional time from Covid-19. We will be purchasing curriculum materials and STEM equipment to address learning loss. We will put a strong focus on core academic areas at all grade levels. We will be providing extra study times outside the school day where teachers will be available to help students regain educational levels that reflect our pre-coronavirus data. We will also provide online opportunities to help students who are struggling with coursework. In order that high school students will have the opportunity to still be on track to graduate as scheduled, we will use ESSER funds to provide credit recovery opportunities for students who need it. We will also be using ESSER funds to hire and train additional aides in order to provide additional one-on-one education for those students who show some of the greatest academic loss through the pandemic. Funds will also be utilized to purchase technology equipment to allow students greater access to the internet in order to access learning tools that will enhance learning outside the regular school day.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will pay a staff retention incentive to encourage our staff members to continue to work in our District. It has become increasingly harder to find teachers and support staff to be willing to work in the education setting due to the ever changing requirements of the pandemic as well as the personal health concerns.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Over 20% of our ESSER funds will be used to address the negative academic impact that was created by the lost instructional time from Covid-19. We will be purchasing curriculum materials and STEM equipment to address learning loss. We will put a strong focus on core academic areas at all grade levels. We will be providing extra study times outside the school day where teachers will be available to help students regain educational levels that reflect our pre-coronavirus data. We will also provide online opportunities to help students who are struggling with coursework. In order that high school students will have the opportunity to still be on track to graduate as scheduled, we will use ESSER funds to provide credit recovery opportunities for students who need it. We will also be using ESSER funds to hire and train additional aides in order to provide additional one-on-one education for those students who show some of the greatest academic loss through the pandemic. Funds will also be utilized to purchase technology equipment to allow students greater access to the internet in order to access learning tools that will enhance learning outside the regular school day.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$606,625	\$0	\$606,625	ESSER III Allocations	\$121,325
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$606,625	\$0	\$606,625	Amount Still Needed	\$121,325
In Review Total	\$143,322	\$0	\$143,322	In Review Total	\$0
Amount Left	\$463,303	\$0	\$463,303	Amount Still Needed	\$121,325

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
408-3-0001	Direct	False	1000	110	4	\$87,500	Task Force Review
408-3-0002	Direct	False	1000	610	12	\$55,822	Task Force Review

Line Item Details

Line Item ID: 408-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSERF

Account Number

6510001100000000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

These expenditures were for retention pay for our staff. We wanted to encourage staff to remain with our District so that we didn't have a high turnover. With the learning loss our students incurred, having a consistent staff would enable us to deliver seamless instruction to address the needs of those students.

Certified Staff - 54 staff \$53,500, paid 12/14/2021

Classified Staff - 40 staff \$34,000, paid 12/20/2021

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$87,500
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$87,500</u>

Status

Task Force Review

Line Item Comment from KSDE

Justification: Clarification – Please provide additional premium pay information regarding the incentive, the number of staff to be paid (reported in categories if applicable), the premium pay amount(s) and the anticipated payment date.

Line Item ID: 408-3-0002

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

ESSERF

Account Number

6510006100000000

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

These expenditures were for new math curriculum for Pk-5. We identified math as a subject that students suffered a higher rate of learning loss during covid. The new math curriculum will assist us in providing additional instruction to be sure concepts are learned before moving on. This curriculum will allow us to be more flexible in our instruction to focus on the concepts that students are struggling with.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$55,822
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$55,822</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0429

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>
Troy Public Schools	230 W Poplar, Troy, KS 660870190	230 W Poplar St., Troy, KS 660870190
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Patrick McKernan	pmckernan@troyusd.org	(785) 985-3950

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Patrick E Mckernan	Supt of Schools	pmckernan@troyusd.org	(785) 985-3950
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Janel Anderson	janderson@troyusd.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.troyusd.org/vnews/display.v/ART/62d7fc2b85f3f>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

We are working closely with our county health department, KSDE, KDHE, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We implemented the Test To Stay and Play testing initiative last year and will continue with this strategy to help mitigate exposure and keep students and staff in school. We attribute our student success and our ability to remain open last year to following this guidance and testing and contact tracing our students. All funds expended in ESSER III will be reviewed by our board of education and KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

The superintendent and principals of the schools met with students of the elementary, the middle school, and the high school student councils to discuss the proposed ESSER 3 plan and to receive the feedback. There were also students who participated in the online community survey, which was open to anyone who wanted to respond.

Families

A community survey was conducted. There were 140 responses to the survey. The breakdown included 99 parents, 25 district staff, and 3 student response. The breakdown of the community survey revealed 37 responses, or 42% responses supported increasing and expanding social and emotional support for our students. The next highest response was adding additional instruction materials and resources with 35 responses or 39%. The next three levels supported the use of additional personnel, after school tutoring programs, and adding instructional staff.

School and District Administrators including Special Education Administration

All 429 administrators (3) had input in developing the ESSER 3 plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative 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

The school district worked directly with our school district staff to address funding needs and to ensure they met the needs of students, community, and staff. We only have two teachers in the local KNEA so we surveyed 100% of all certified staff for input. The district also collaborated with classified staff to ensure ESSER 3 was considered to address their willingness to work for the district during this time of a national pandemic.

Tribes

Our school information system indicates that we do have one student enrolled in the district who is connected to a tribe. We did have one patron fill out the survey identified as a Native American Tribe member. We scheduled a county wide superintendent meeting with the tribal council during the summer of 2022.

Civil Rights Organization including Disability Rights Organizations

The same survey mentioned in all the above stakeholder groups was shared on our district website and social media pages. Many community patrons responded to this survey, so it is indeed possible that parents and patrons connected to possible Civil Rights Organizations, including Disability Rights Organizations were included in the survey results. Through a thorough search of websites, social media platforms, etc. no organizations connected to either Civil Rights or Disability Rights could be located or identified. The American Civil Liberties Union of Kansas was also contacted to ensure that there were no local chapters, committees and/or groups that represented stakeholders within our district. We also contacted the Kansas Action for Children through email and phone. We worked closely with our local special education cooperative and the county sheltered workshop for feedback. Both of these groups work actively to support students with disabilities to ensure our plans meet the needs of all 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

Our data in our student information system indicated the USD 429 district does not have students with English Learning needs, identified homeless students, or migratory students. There is a very small enrollment of foster students, but these students usually live with a relative as well. Though we held an open meeting to garner input from these and other stakeholders and had no one attend, the district did implement an online district survey to increase community input.

Provide the public the opportunity to provide input and take such input into account

The district conducted two strategic planning sessions, March 8, 2022 and May 18, 2022 with district staff. From these meetings we were able to garner input for efficient use of ESSER III dollars. There were community members who attended these meetings. To still attempt to get input from stakeholders, a community survey was conducted. There were 131 responses to the survey. The breakdown included 96 parents, 41 district staff, and 1 student response. The breakdown of the community survey revealed 66 responses, or 50% responses supported increasing and expanding social and emotional support for our students. 54 responses supported this. The next highest response was adding after school tutoring programs and adding instructional staff with 54 responses or 41%. The next three levels supported the use of after school tutoring programs, additional instructional materials, and

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The USD 429 School District, Troy Schools, began the 2021 school year in session with no remote learning option. Some students did miss a considerable amount of time due to close contact quarantine and covid diagnosis. However, we did maintain a normal school schedule during the school year. As a result of the Covid-10 pandemic, we did notice during the 2021-2022 school year, our chronic absenteeism rate increased. We counted all absences, even covid related. Generally, the district operated normally while implementing new procedures due to COVID.

The biggest notice of learning loss was with the Lexia Reading program. At the beginning of the 2020 school year, the district had numerous students who had reading skills above grade level. During the 2021-2022 school year, we started with 35% of the students above grade level and ended the year with 82% of the students above grade level and 135 at grade level.

The district posted improved grade level KAP scores in 5 of the 7 tests in ELA and math, and 2 of 3 tests in science compared to 2019. The district also had more students move out of level 1 to level 2, as well as increased its percentages of students in level 3 and 4 in almost all grade levels. Besides scoring better in 2021 than 2019, the district had 5 grade levels at or above state average results in ELA and 4 out of 7 in Math, with 2 grade levels in science at or above state average. Additionally, our district did not see a disproportionate impact on special populations. Based on preliminary data interpretation, we did notice a slight decrease in our 2022 scores. A very unscientific analysis would be that our chronic absenteeism rate was an all time high during the 2021-2022 school year.

The district did take steps to address social-emotional issues. We adopted the My SAEBRSScreen for our 2nd grade through 12th grade students, and SAEBRSScreening for all students. This was good information for our staff to have access to. We also continued the Lions Quest curriculum for our grades K-8 students. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

In the spring of 2021 the district purchased a new reading intervention program used in whole classroom instruction, Title, and special education. The Sonday System. This was implemented K-3 for the 2021-2022 school year and will be implemented in 4th and 5th grade for the 2022-2023 school year. We would like to hire an additional aide to work with our title teacher to provide additional support to struggling readers. The main purpose of this purchase was to address the learning loss of our elementary students.

The district will research a new PreK-5 reading program during the 2022-2023 school year and plan for implementation for the 2023-2024 school year and beyond. We anticipate the cost of this to be \$60,000. This is much needed as we have been supplementing for phonemic awareness strategies and instruction.

Due to the impact of the covid 19 pandemic, and the amount of time administrators spent with students, parents, and staff related to the pandemic, the district will add a position of PreK-5 elementary principal with the district curriculum coordinator and Student Improvement team responsibilities. This will help with the overall management of school but also give our students and the staff at the elementary a full time person to work with them to address learning loss caused by the pandemic. This position will be paid for with ESSER funds.

Due to the various aspects related to the covid 19 pandemic, the district would like to hire a part-time social worker to address the social-emotional well being of our student and staff population. We would also want this position to be a liaison between our school community and families to help ensure a safe and productive learning environment for their children.

The district and the stakeholders feel it is most important to keep in-person learning in order to overcome any learning loss. To that end, we have contracted with an outside professional cleaning service to clean our restrooms and classrooms nightly, after hours.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We used ESSER II dollars to hire an additional teacher at our middle school. We found the smaller class size did help with the learning loss from the previous year and were and will still be able to lower class size numbers.

To address learning loss caused by the covid 19 pandemic, we would like to hire an additional aid at the grade school and middle school. This will help in those classes where are class size numbers are larger.

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, staff, administration, students, and community. The focus of our planning and the reason for collaborating with such a diverse group, was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$277,222	\$0	\$277,222	ESSER III Allocations	\$55,445
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$277,222	\$0	\$277,222	Amount Still Needed	\$55,445
In Review Total	\$277,222	\$0	\$277,222	In Review Total	\$60,000
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
429-3-0001	Direct	False	2113	122	10	\$30,000	Task Force Review
429-3-0002	Direct	True	2100	122	12	\$30,000	Task Force Review
429-3-0003	Direct	False	2211	111	12	\$120,000	Task Force Review
429-3-0004	Direct	True	2100	122	12	\$30,000	Task Force Review
429-3-0005	Direct	False	1000	111	12	\$60,000	Task Force Review
429-3-0006	Direct	False	2520	420	16	\$7,222	Task Force Review

Line Item Details

Line Item ID: 429-3-0001

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

Soc Work

Account Number

01

Function Code

2113 - Social Work Services

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

The district would like to hire a part-time social worker to address the social-emotional well being of our student and staff population. Due to the Covid 19 pandemic , USD 429 staff has seen an increase for a need for social emotional and behavior supports for our students.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$15,000

Budgeted Expenditures in SFY 2024 \$15,000

Total Expenditures \$30,000

Status

Task Force Review

Line Item ID: 429-3-0002

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

Title Aide

Account Number

02

Function Code

2100 - Support Services (Students)

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

In the spring of 2021 the district purchased a new reading program used in whole classroom instruction, Title, and special education. The Soudy System. This was implemented K-3 for the 2021-2022 school year and will be implemented in 4th and 5th grade for the 2022-2023 school year. We would like to hire an additional aide to work with our title teacher to provide additional support to struggling readers. The main purpose of this purchase was to address the learning loss of our elementary students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$30,000</u>

Status

Task Force Review

Line Item ID: 429-3-0003

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

TGS Admin

Account Number

03

Function Code

2211 - Supervision of Improvement of Instruction Services

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to the impact of the covid 19 pandemic, and the amount of time administrators spent with students, parents, and staff related to the pandemic, the district will add a position of PreK-5 elementary principal with the district curriculum coordinator and Student Improvement team responsibilities. This will help with the overall management of school but also give our students and the staff at the elementary a full time person to work with them to address learning loss caused by the pandemic. This position will be paid for with ESSER funds.

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	<u>\$120,000</u>

Status

Task Force Review

Line Item ID: 429-3-0004

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

TMS Aide

Account Number

04

Function Code

2100 - Support Services (Students)

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

To address learning loss caused by the covid 19 pandemic, we would like to hire an additional aid at the Troy middle school. This will help in those classes when class size numbers are larger. This aid will also help those students who still need to work on their organizational skills and those who have suffered from learning loss due to covid 19 or covid 19 quarantines.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$30,000</u>

Status

Task Force Review

Line Item ID: 429-3-0005

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

MS Add Teacher

Account Number

05

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We used ESSER II dollars to hire an additional teacher at our middle school. We found the smaller class size did help with the learning loss from the previous year and were and will still be able to lower class size numbers.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$30,000
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Budgeted Expenditures in SFY 2024	\$30,000
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Total Expenditures	<u>\$60,000</u>
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Status

Task Force Review

Line Item ID: 429-3-0006

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

Cleaning

Account Number

06

Function Code

2520 - Purchasing Services

Object Code

420 - Cleaning 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

Due to Covid 19, we would like to add additional cleaning and and sanitization services to our daily cleaning routines. We will hire a professional cleaning service to clean our elementary building every evening. This professional company will follow all covid 19 sanitization and guidelines to assure a safe and clean building for our students and staff.

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	\$3,611
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Budgeted Expenditures in SFY 2024	\$3,611
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Total Expenditures	<u>\$7,222</u>
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Status

Task Force Review

ESSER III APPLICATION FOR D0443

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>
Dodge City	2112 N First Ave, Dodge City, KS 67801	PO Box 460, Dodge City, KS 678010460
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Fred Dierksen	dierksen.fred@usd443.org	(620) 371-1070

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Simeon Russell	Exe. Director of Business and Finance	russell.simeon@usd443.org	(620) 371-1013

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Barbara Norton	norton.barbara@usd443.org

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
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Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://www.usd443.org/572354_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?

Dodge City USD 443 will continue to follow CDC Guidance for COVID and minimize the spread. We will continue to utilize the PPE supplies and protocols as the guidance demands and continue some of the classroom/lunchroom practices that were implemented. The district COVID Operations Plan is posted on the USD 443 website for staff, community and parents to view and is updated as needs arise. The COVID Operations Plan will be paused on our website as of June 1 and based on community/district needs it will be opened back up as needed. Resources for staff, parents and families are still available. We believe the best way to address learning loss and to close the achievement gap for our students in literacy is to be in school face to face and to invest in the knowledge and applications of effective instructional practices of our staff.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER III plan, we created and submitted a survey that went out to students and student Council Representatives from our secondary schools to determine their highest levels of need for pandemic related instruction and support. Administration discussed with these groups what they felt were the most serious needs and the feedback we received showed the following information due to the pandemic and loss of learning. On the survey ranking from very important to not important 67% ranked additional support staff to support learning in the classroom as very important, 78% ranked needing additional personnel for behavior issues as very important and 71% ranked we needed additional instructional materials as very important

With the ESSER III funds, USD 443 will add the following staff to support learning in the classroom and provide additional support staff. As we move forward to the 22-23 school year, our district is implementing five new positions. We will hire three new Instructional Coaches at the secondary levels to help with classroom curriculum, modeling and academic support. One new ESOL Instructional Coach to give additional support for instruction and ESOL academic intervention. Lastly, one Academic Interventionist/Professional Development Coordinator who will work closely with all instructional coaches and the Deputy Superintendent for Curriculum and Instruction to ensure our teachers have the necessary training to be successful in the classroom.

Families

All families in our district were given the opportunity to give their feedback/ideas thru a survey and or meaningful conversations held with community, businesses, and parents, School Site Councils met in person as well as Building Leadership Teams, which include family, community and staff.

The feedback from families provided us with information that families feel the greatest needs are for additional mental health services for behavior issues and more help with their children in this area. Additional support staff for the classroom, summer learning and or tutoring to help with learning loss for struggling students. USD 443 will continue to communicate with families and work with them to ensure that we are providing the needed help and support to make sure our students have the support they need to continue to improve academically.

School and District Administrators including Special Education Administration

Our district administration and Special Education have met throughout the year and held discussions on the learning loss due to the pandemic and how to utilize the ESSER funds in the most efficient way. A work session for all admin, building leaders and special education admin was held to brainstorm a list of ideas/concerns that our district faces and this list was prioritized in order to determine the most need.

Our district administrators update our Board of Education with the information and design for our district plan. Communication with district administrators will continue throughout the process of the ESSER grant funds.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Principals discussed the ESSER III Survey that was given to all teachers in their buildings and then asked them to participate in the survey to gather their opinions and suggestions. Further discussion with teachers was held during Building Leadership Team meetings and Site Council meetings during the school year.

Also, throughout the school year ESSER funding has been discussed at administrative meetings, principal meeting, School Board of Education meetings, school PLC meetings, staff from transportation, maintenance, nutrition have all been included to gather ideas for the use of ESSER funds to give the greatest impact to our district. Recommendations for needs have been submitted and categorized with the KSDE qualifier number to organize the list to go from the greatest need to the least. The input from all of these groups will be taken into consideration when finalizing our ESSER III plan.

USD 443 Admin have met with the teacher union several times in negotiations and discussed the ESSER III plans with them. Some of the items on our ESSER III plan have been ratified by the union for approval pending approval from KSDE for our application.

Tribes

USD 443 does not have any active Native American organizations in our boundaries. Contact was made to the city of Dodge City to verify this. We do however have families/students who have identified themselves as Native American in our Student Information System. After reviewing these numbers it was determined, that most of these families are native to Guatemala and therefore they do not have any active tribes in our area as well. We did however send out a survey to families of Native American ethnic in our district to get their feedback on what the most important area they felt needed attention due to the pandemic and their response was that students needed more instructional materials and resources such as textbooks, curriculum and software and additional support for mental health services.

Civil Rights Organization including Disability Rights Organizations

USD 443 strives to work with Civil Rights Organizations and Disability Rights Organizations in our community. During the community survey, we asked recipients to mark if they were members of a civil rights or disability organization so we could gather information from them in response to Covid 19 and how it has affected learning loss in our district. We had 89 responses from this demographic and 70% said that expanding support for mental health services was very important to them and 56% said providing additional support staff for learning and additional support staff for behavior issues was very important to them.

Contact was made to the following organizations to request feedback from them: KS Human Rights Commission/Dodge City Office, United Way of Dodge City, DACA, City of Dodge City and Dodge City LULAC.

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

All of these areas were identified in our district survey with responses from each area. For students with disabilities and ELL students the highest concern for parents is for more staff in the classroom followed by mental health support. Homeless children and families stated more instructional materials and resources were needed for them and technology they could use while not in school. Migrant families stated more staff in the classroom followed by mental health support and summer/tutoring services. Families of incarcerated students reported that expanded mental health support was highly needed and more support for learning.

School Staff and Admin will continue to meet with parents of these students as an ongoing need during the school year and subsequent years to keep communication open and address needs as they arrive.

Provide the public the opportunity to provide input and take such input into account

USD 443's ESSER survey was available to anyone in the community. It was dispersed to students, parents, businesses, social media, Dodge City Daily Globe paper, churches and on our district website. We tried very hard to make sure all areas were given the opportunity to have access to the survey and give their feedback. Administrative staff made contact with area groups to bring them information such as Ambucs, Rotary Clubs, YMCA, Student STUCO groups. Discussion or updates were held at our monthly Board of Education meetings as needed; these meetings are recorded and aired on Channel 8 for public viewing and are open to the public to attend. At the Board of Education meetings, we do offer a time for visitors to make public comments and share their ideas. All survey results were reviewed and accounted for.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

During the school year 2021-22, with safety measures and precautions in place we were able to successfully hold classes face to face the entire school year for K-12th grades, which is a favorable impact on the students. We were able to provide technology needed for students to attend classes remotely if they couldn't attend face to face due to quarantine, illness etc., which is also a favorable impact on students, by giving them the opportunity to stay current in their classes and not miss valuable instruction time. We were also able to address the learning gaps with progress monitoring using FastBridge and EduClimber. While we were fortunate enough to provide "face to face" learning through the entire year, we did have many interruptions due to illness and quarantine procedures of both teachers and students. This not only affected all of our students, but also disproportionately affected our large population of English learners and students in poverty.

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 443 will continue to use evidenced based practices for the loss of learning due to COVID. After school Exito Program for our ELL students, Title 1 Reading and Math Support will continue for grades K-8th grade in our Title 1 School Wide Elementary and Middle Schools. USD 443 is working to build the instruction capacity of our teachers so they can better support the students and address learning loss so the time with students is targeted and intentional. We are focusing on quality of time vs quantity to make sure every minute of the day counts. As we improve quality and do some of the summer Prof Dev- we are able to pull the Prof Dev from the school year and increase instructional days. We have adopted the research based Tiered Protocol list for ELA and Math which is research based and standard approved. In doing this, we are offering LETRS training, Dyslexia training, SEL and Trauma Informed training. We are adding 4 Instructional Coaches to our staff to bring additional guidance for new teachers and current teachers to give additional technical support in instruction, ESOL and Academic Interventions. We also propose the addition of one extra hour per week after school for teachers to collaborate, train together and work on PLC's in their buildings.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Due to Covid and the loss of learning USD 443 will use ESSER III funds to provide collaborative incentive pay for certified staff for one additional hour per week for teachers to collaborate, plan and receive professional development. We feel this will give the teachers additional professional development time, planning with their peers and PLC time to strengthen their teaching skills without taking away time from the classroom with their students. We are paying the salary and costs of our Exito Program, which is an out of school project serving at risk students struggling with academic and cultural adaptation. It is a STEAM centered program. We are adding 4 new instructional coaches to our team of coaches already in place, two at our middle schools, one at our high school level and one ESOL coach. We are also adding an Academic Interventionist/Professional Development Coordinator to provide Professional Development and Instruction to support teacher growth and efficiency. We will continue to pay for Internet hotspots for students and families who struggle to provide this for their homes. In addition, we will provide a retention pay to staff to retain staff so we have experienced staff employed to support our students.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 443 will use FastBridge data to measure student growth. With FastBridge, we have screeners three times per year and we do progress monitoring on all students who are below target. We have Tier II and III interventions and we ensure ALL students get solid Tier I instruction. We will provide targeted language intervention for our ELL students. We will work with our Behavior Team to monitor students struggling with social and emotional issues.

All district staff are trained in the PLC research, models and deployment of the structures. In addition we utilize a multitude of data points both academic, behavioral and perceptual. All of these data points are measured multiple times a year and correlated to the District Strategic Action Plan. We have created a Progress Monitoring schedule that overlays the annual academic calendar. In this we have specific dates we screen/diagnose and in between these dates we have regular progress monitoring dates. Our staff tracks individual students progress in their academic and behavioral growth. In addition, we utilize the PLC structures for leveraging collective efficacy for our instruction staff. Staff reviews student data, artifacts, consults with technical specialists and then discusses best instructional practice. All of this is done for a singular purpose and that is to design purposeful and individualized instruction. USD 443's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$10,263,570	\$0	\$10,263,570	ESSER III Allocations	\$2,052,714
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$10,263,570	\$0	\$10,263,570	Amount Still Needed	\$2,052,714
In Review Total	\$9,021,407	\$0	\$9,021,407	In Review Total	\$7,471,206
Amount Left	\$1,242,163	\$0	\$1,242,163	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
443-3-0001	Direct	True	1000	150	12	\$369,747	Task Force Review
443-3-0002	Direct	True	1000	220	12	\$28,287	Task Force Review
443-3-0003	Direct	True	1000	260	12	\$369	Task Force Review
443-3-0004	Direct	True	1000	270	12	\$458	Task Force Review
443-3-0005	Direct	True	1000	519	12	\$18,300	Task Force Review
443-3-0006	Direct	True	1000	510	12	\$105,000	Task Force Review
443-3-0007	Direct	True	1000	600	12	\$16,500	Task Force Review
443-3-0008	Direct	True	1000	610	12	\$31,500	Task Force Review
443-3-0009	Direct	True	2211	120	12	\$9,822	Task Force Review
443-3-0011	Direct	True	2211	210	12	\$979	Task Force Review
443-3-0012	Direct	True	2211	220	12	\$826	Task Force Review
443-3-0013	Direct	True	2211	260	12	\$11	Task Force Review
443-3-0014	Direct	True	2211	270	12	\$13	Task Force Review
443-3-0015	Direct	True	2213	151	12	\$460,000	Task Force Review
443-3-0016	Direct	True	2213	220	12	\$35,000	Task Force Review
443-3-0017	Direct	True	2313	260	12	\$430	Task Force Review
443-3-0018	Direct	True	2213	270	12	\$1,140	Task Force Review
443-3-0019	Direct	True	2213	152	12	\$206,644	Task Force Review
443-3-0020	Direct	True	2213	220	12	\$15,604	Task Force Review
443-3-0021	Direct	True	2213	260	12	\$194	Task Force Review
443-3-0022	Direct	True	2213	270	12	\$504	Task Force Review
443-3-0023	Direct	True	2213	151	12	\$20,000	Task Force Review
443-3-0024	Direct	True	2213	220	12	\$1,530	Task Force Review
443-3-0025	Direct	True	2213	260	12	\$26	Task Force Review
443-3-0026	Direct	True	2213	270	12	\$24	Task Force Review
443-3-0027	Direct	True	2213	322	12	\$228,766	Task Force Review
443-3-0028	Direct	False	1000	734	9	\$69,978	Task Force Review
443-3-0029	Direct	False	1000	429	7	\$3,265	Task Force Review
443-3-0030	Direct	False	1000	429	7	\$3,992	Task Force Review
443-3-0031	Direct	False	1000	429	7	\$3,524	Task Force Review

443-3-0032	Direct	True	2200	110	12	\$410,080	Task Force Review
443-3-0033	Direct	True	2200	151	12	\$22,380	Task Force Review
443-3-0034	Direct	True	2200	210	12	\$47,214	Task Force Review
443-3-0035	Direct	True	2200	220	12	\$36,691	Task Force Review
443-3-0036	Direct	True	2200	260	12	\$481	Task Force Review
443-3-0037	Direct	True	2200	270	12	\$595	Task Force Review
443-3-0038	Direct	True	2213	111	12	\$161,809	Task Force Review
443-3-0039	Direct	True	2313	290	12	\$19,800	Task Force Review
443-3-0040	Direct	True	2213	210	12	\$15,738	Task Force Review
443-3-0041	Direct	True	2200	220	12	\$14,317	Task Force Review
443-3-0042	Direct	True	2213	260	12	\$187	Task Force Review
443-3-0043	Direct	True	2213	270	12	\$232	Task Force Review
443-3-0044	Direct	True	2212	150	12	\$4,650,000	Task Force Review
443-3-0045	Direct	True	2212	220	12	\$355,726	Task Force Review
443-3-0046	Direct	True	2212	260	12	\$6,046	Task Force Review
443-3-0047	Direct	True	2212	270	12	\$5,766	Task Force Review
443-3-0048	Direct	True	2200	110	12	\$136,670	Task Force Review
443-3-0049	Direct	True	2200	151	12	\$7,470	Task Force Review
443-3-0050	Direct	True	2200	210	12	\$15,738	Task Force Review
443-3-0051	Direct	True	2200	220	12	\$12,233	Task Force Review
443-3-0052	Direct	True	2200	260	12	\$161	Task Force Review
443-3-0053	Direct	True	2200	270	12	\$198	Task Force Review
443-3-0054	Direct	False	1000	150	16	\$853,200	Task Force Review
443-3-0055	Direct	False	1000	220	16	\$65,270	Task Force Review
443-3-0056	Direct	False	1000	260	16	\$1,109	Task Force Review
443-3-0057	Direct	False	1000	270	16	\$1,058	Task Force Review
443-3-0058	Direct	False	2100	150	16	\$1,200	Task Force Review
443-3-0059	Direct	False	2100	220	16	\$92	Task Force Review
443-3-0060	Direct	False	2100	260	16	\$2	Task Force Review
443-3-0061	Direct	False	2100	270	16	\$1	Task Force Review
443-3-0062	Direct	False	2113	150	16	\$1,200	Task Force Review
443-3-0063	Direct	False	2113	220	16	\$92	Task Force Review
443-3-0064	Direct	False	2113	260	16	\$2	Task Force Review
443-3-0065	Direct	False	2113	270	16	\$1	Task Force Review
443-3-0066	Direct	False	2114	150	16	\$24,000	Task Force Review
443-3-0067	Direct	False	2114	220	16	\$1,836	Task Force Review
443-3-0068	Direct	False	2114	260	16	\$31	Task Force Review
443-3-0069	Direct	False	2114	270	16	\$30	Task Force Review
443-3-0070	Direct	False	2120	150	16	\$20,400	Task Force Review
443-3-0071	Direct	False	2120	220	16	\$1,561	Task Force Review
443-3-0072	Direct	False	2120	260	16	\$27	Task Force Review
443-3-0073	Direct	False	2120	270	16	\$25	Task Force Review

443-3-0074	Direct	False	2122	150	16	\$1,200	Task Force Review
443-3-0075	Direct	False	2122	220	16	\$92	Task Force Review
443-3-0076	Direct	False	2122	260	16	\$2	Task Force Review
443-3-0077	Direct	False	2122	270	16	\$1	Task Force Review
443-3-0078	Direct	False	2130	150	16	\$15,600	Task Force Review
443-3-0079	Direct	False	2130	220	16	\$1,193	Task Force Review
443-3-0080	Direct	False	2130	260	16	\$20	Task Force Review
443-3-0081	Direct	False	2130	270	16	\$19	Task Force Review
443-3-0082	Direct	False	2143	150	16	\$2,400	Task Force Review
443-3-0083	Direct	False	2143	220	16	\$184	Task Force Review
443-3-0084	Direct	False	2143	260	16	\$3	Task Force Review
443-3-0085	Direct	False	2143	270	16	\$3	Task Force Review
443-3-0086	Direct	False	2200	150	16	\$16,800	Task Force Review
443-3-0087	Direct	False	2200	220	16	\$1,285	Task Force Review
443-3-0088	Direct	False	2200	260	16	\$22	Task Force Review
443-3-0089	Direct	False	2200	270	16	\$21	Task Force Review
443-3-0090	Direct	False	2200	150	16	\$1,200	Task Force Review
443-3-0091	Direct	False	2200	220	16	\$92	Task Force Review
443-3-0092	Direct	False	2200	260	16	\$2	Task Force Review
443-3-0093	Direct	False	2200	270	16	\$1	Task Force Review
443-3-0094	Direct	False	2211	150	16	\$2,400	Task Force Review
443-3-0095	Direct	False	2211	220	16	\$184	Task Force Review
443-3-0096	Direct	False	2211	260	16	\$3	Task Force Review
443-3-0097	Direct	False	2211	270	16	\$3	Task Force Review
443-3-0098	Direct	False	2212	150	16	\$1,200	Task Force Review
443-3-0099	Direct	False	2212	220	16	\$92	Task Force Review
443-3-0100	Direct	False	2212	260	16	\$2	Task Force Review
443-3-0101	Direct	False	2212	270	16	\$1	Task Force Review
443-3-0102	Direct	False	2590	150	16	\$1,200	Task Force Review
443-3-0103	Direct	False	2590	220	16	\$92	Task Force Review
443-3-0104	Direct	False	2590	260	16	\$2	Task Force Review
443-3-0105	Direct	False	2590	270	16	\$1	Task Force Review
443-3-0106	Direct	False	2320	150	16	\$8,400	Task Force Review
443-3-0107	Direct	False	2320	220	16	\$643	Task Force Review
443-3-0108	Direct	False	2320	260	16	\$11	Task Force Review
443-3-0109	Direct	False	2320	270	16	\$10	Task Force Review
443-3-0110	Direct	False	2321	150	16	\$4,800	Task Force Review
443-3-0111	Direct	False	2321	220	16	\$367	Task Force Review
443-3-0112	Direct	False	2321	260	16	\$6	Task Force Review
443-3-0113	Direct	False	2321	270	16	\$6	Task Force Review
443-3-0114	Direct	False	2323	150	16	\$10,800	Task Force Review
443-3-0115	Direct	False	2323	220	16	\$826	Task Force Review

443-3-0116	Direct	False	2323	260	16	\$14	Task Force Review
443-3-0117	Direct	False	2323	270	16	\$13	Task Force Review
443-3-0118	Direct	False	2400	150	16	\$84,000	Task Force Review
443-3-0119	Direct	False	2400	220	16	\$6,426	Task Force Review
443-3-0120	Direct	False	2400	260	16	\$109	Task Force Review
443-3-0121	Direct	False	2400	270	16	\$104	Task Force Review
443-3-0122	Direct	False	2510	150	16	\$10,800	Task Force Review
443-3-0123	Direct	False	2510	220	16	\$826	Task Force Review
443-3-0124	Direct	False	2510	260	16	\$14	Task Force Review
443-3-0125	Direct	False	2510	270	16	\$13	Task Force Review
443-3-0126	Direct	False	2590	150	16	\$3,600	Task Force Review
443-3-0127	Direct	False	2590	220	16	\$275	Task Force Review
443-3-0128	Direct	False	2590	260	16	\$5	Task Force Review
443-3-0129	Direct	False	2590	270	16	\$4	Task Force Review
443-3-0130	Direct	False	2590	150	16	\$8,400	Task Force Review
443-3-0131	Direct	False	2590	220	16	\$643	Task Force Review
443-3-0132	Direct	False	2590	260	16	\$11	Task Force Review
443-3-0133	Direct	False	2590	270	16	\$10	Task Force Review
443-3-0134	Direct	False	2590	120	16	\$13,200	Task Force Review
443-3-0135	Direct	False	2590	220	16	\$1,010	Task Force Review
443-3-0136	Direct	False	2590	260	16	\$17	Task Force Review
443-3-0137	Direct	False	2590	270	16	\$16	Task Force Review
443-3-0138	Direct	False	2590	150	16	\$3,600	Task Force Review
443-3-0139	Direct	False	2590	220	16	\$275	Task Force Review
443-3-0140	Direct	False	2590	260	16	\$5	Task Force Review
443-3-0141	Direct	False	2590	270	16	\$4	Task Force Review
443-3-0142	Direct	False	2600	150	16	\$104,400	Task Force Review
443-3-0143	Direct	False	2600	220	16	\$7,987	Task Force Review
443-3-0144	Direct	False	2600	260	16	\$136	Task Force Review
443-3-0145	Direct	False	2600	270	16	\$129	Task Force Review
443-3-0146	Direct	False	2670	150	16	\$1,200	Task Force Review
443-3-0147	Direct	False	2670	220	16	\$92	Task Force Review
443-3-0148	Direct	False	2670	260	16	\$2	Task Force Review
443-3-0149	Direct	False	2670	270	16	\$1	Task Force Review
443-3-0150	Direct	False	2700	150	16	\$1,200	Task Force Review
443-3-0151	Direct	False	2700	220	16	\$92	Task Force Review
443-3-0152	Direct	False	2700	260	16	\$2	Task Force Review
443-3-0153	Direct	False	2700	270	16	\$1	Task Force Review
443-3-0154	Direct	False	2710	150	16	\$1,200	Task Force Review
443-3-0155	Direct	False	2710	220	16	\$92	Task Force Review
443-3-0156	Direct	False	2710	260	16	\$2	Task Force Review
443-3-0157	Direct	False	2710	270	16	\$1	Task Force Review

443-3-0158	Direct	False	2720	150	16	\$48,000	Task Force Review
443-3-0159	Direct	False	2720	220	16	\$3,672	Task Force Review
443-3-0160	Direct	False	2720	260	16	\$62	Task Force Review
443-3-0161	Direct	False	2720	270	16	\$59	Task Force Review
443-3-0162	Direct	False	2730	150	16	\$4,800	Task Force Review
443-3-0163	Direct	False	2730	220	16	\$367	Task Force Review
443-3-0164	Direct	False	2730	260	16	\$6	Task Force Review
443-3-0165	Direct	False	2730	270	16	\$6	Task Force Review
443-3-0166	Direct	False	3100	150	16	\$98,400	Task Force Review
443-3-0167	Direct	False	3100	220	16	\$7,320	Task Force Review
443-3-0168	Direct	False	3100	260	16	\$127	Task Force Review
443-3-0169	Direct	False	3100	270	16	\$122	Task Force Review
443-3-0170	Direct	False	3110	150	16	\$1,200	Task Force Review
443-3-0171	Direct	False	3110	220	16	\$92	Task Force Review
443-3-0172	Direct	False	3110	260	16	\$2	Task Force Review
443-3-0173	Direct	False	3110	270	16	\$2	Task Force Review
443-3-0174	Direct	False	2600	150	16	\$12,000	Task Force Review
443-3-0175	Direct	False	2600	220	16	\$918	Task Force Review
443-3-0176	Direct	False	2600	260	16	\$15	Task Force Review
443-3-0177	Direct	False	2600	270	16	\$15	Task Force Review

Line Item Details

Line Item ID: 443-3-0001

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

EXITO Program Extra Curricular Hourly Salary

Account Number

60-1000-119-00-886

Function Code

1000 - Instruction

Object Code

150 - Additional 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

EXITO, (Exploration In Transition Opportunities), is an out-of-school project serving students enrolled at Dodge City High School, Comanche Middle School, Dodge City Middle School, Linn Elementary and Beeson Elementary. EXITO is a STEAM (Science, Technology, Engineering, Arts, Math) centered program that provides an innovative interdisciplinary curriculum that cultivates kids' academic interests and expands their knowledge. EXITO staff regularly engages students in hands-on projects so they learn more deeply by applying STEAM concepts. EXITO incorporates skill-building activities, language acquisition, career exploration and other enrichment opportunities into the curriculum. In addition to enrichment opportunities, we offer homework assistance & tutoring and strive to provide a safe, positive environment conducive to academic and emotional success. Homework time is an opportunity for our kids to get ahead in the classroom leaving more time for families to be together at home.

The primary purpose of the EXITO project is to serve at-risk students struggling with academic and cultural adaptation. Slightly over 47% of Dodge City secondary students' first language is one other than English, and their low English proficiency qualifies them for English Language (EL) services. In addition, over 78% of secondary students come from families whose incomes are low enough that they qualify for free or reduced lunch (FRL) prices.

COVID-19 resulted in significant setbacks for our most vulnerable students, English learners, newcomers and those living in poverty, who often didn't have a computer, reliable internet connection or a workspace to learn at home. EXITO staff knew an intervention was needed to make up for those losses. This includes relying on staff's expertise in social-emotional learning and trauma-informed care to help kids recover emotionally.

COVID-19 also brought awareness to the need of implementing innovative programming to keep students safe and engaged in learning regardless of physical setting and social distancing requirements. EXITO staff quickly learned students needed a safe space to catch up, keep up, and emerge from this crisis strong, resilient, and hopeful.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$123,249
Budgeted Expenditures in SFY 2023	\$123,249
Budgeted Expenditures in SFY 2024	\$123,249
Total Expenditures	<u>\$369,747</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 NameEXITO Program Extra Curricular Hourly
FICA**Account Number**

60-1000-220-00-886

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

EXITO, (Exploration In Transition Opportunities)- FICA

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,429
Budgeted Expenditures in SFY 2023	\$9,429
Budgeted Expenditures in SFY 2024	\$9,429
Total Expenditures	<u>\$28,287</u>

Status

Task Force Review

Line Item ID: 443-3-0003

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 NameEXITO Program Extra Curricular Hourly
Unemployment**Account Number**

60-1000-250-00-886

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

EXITO, (Exploration In Transition Opportunities)- UNEMPLOYMENT

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$123
Budgeted Expenditures in SFY 2023	\$123
Budgeted Expenditures in SFY 2024	\$123
Total Expenditures	<u>\$369</u>

Status

Task Force Review

Line Item ID: 443-3-0004

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 NameEXITO Program Extra Curricular Hourly
Workman's Co**Account Number**

60-1000-260-00-886

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

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**

EXITO, (Exploration In Transition Opportunities)- WORKMAN'S COMP

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$153
Budgeted Expenditures in SFY 2023	\$153
Budgeted Expenditures in SFY 2024	\$152
Total Expenditures	<u>\$458</u>

Status

Task Force Review

Line Item ID: 443-3-0005

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

EXITO Program Field Trips

Account Number

60-1000-519-01-886

Function Code

1000 - Instruction

Object Code519 - Other Sources of Student
Transportation Services (Including
mileage paid in Lieu of Transportation)**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- FIELD TRIPS

Examples: Hutchinson Cosmosphere, Garden City Zoo, Exploration Place in Wichita and College visits for High School Students.

This program will allow our district to take students who might not have the opportunity to visit such places to experience and learn from what they have to offer.

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COVID-19 resulted in significant setbacks for our most vulnerable students, English learners, newcomers and those living in poverty, who often did not have a computer, reliable internet connection or a workspace to learn at home. EXITO staff knew an intervention was needed to make up for those losses. This includes relying on staff's expertise in social-emotional learning and trauma-informed care to help kids recover emotionally.

COVID-19 also brought awareness to the need of implementing innovative programming to keep students safe and engaged in learning regardless of physical setting and social distancing requirements. EXITO staff quickly learned students needed a safe space to catch up, keep up, and emerge from this crisis strong, resilient, and hopeful.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,100
Budgeted Expenditures in SFY 2023	\$6,100
Budgeted Expenditures in SFY 2024	\$6,100
Total Expenditures	<u>\$18,300</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

Teacher Travel

Account Number

60-1000-580-00-886

Function Code

1000 - Instruction

Object Code

510 - Student Transportation 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

EXITO, (Exploration In Transition Opportunities)- TEACHER TRAVEL

Travel for teachers to attend conferences for Migrant, ELL or Immigrant students

As communities adjust to a new normal after COVID-19, afterschool and summer learning programs and capable, caring staff members will be more needed than ever. The afterschool programming is an essential part of Dodge City Public School's response to the coronavirus pandemic. Youth need expanded support to emerge from this crisis strong, resilient, and hopeful.

In order to achieve this, relevant professional development opportunities are offered to program staff to better prepared them for a more engaging and robust afterschool curriculum that addresses the new challenges our vulnerable populations faces, and aids our students in getting caught up after two years of disrupted or altered home life and education.

Staff will be offered in state and out of state professional development opportunities with a strong focus in the area of STEAM education and social emotional learning. Professional opportunities will be offered to program director, site coordinators and teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$35,000
Budgeted Expenditures in SFY 2023	\$35,000
Budgeted Expenditures in SFY 2024	\$35,000
Total Expenditures	<u>\$105,000</u>

Status

Task Force Review

Line Item ID: 443-3-0007

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

EXITO Program Family Engagement

Account Number

60-1000-607-01-886

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

EXITO, (Exploration In Transition Opportunities)- FAMILY ENGAGEMENT ACTIVITIES

Parent nights for families to come together to learn about the Exito program and what the students are doing throughout the year.

Family engagement is crucial now more than ever. As Dodge City Public Schools responds to the disruptions created by COVID-19, we recognize the need to invest in addressing the long-term impacts of this pandemic. We understand that first and foremost we need to work the hardest to reach those families most impacted and most vulnerable. Due to the COVID-19 pandemic families were left to care for their children's physical, emotional, and educational needs in unprecedented ways. In response to COVID-19 there are lots of great educational resources shared and repurposed for families at home. It's a big challenge to navigate through online offerings, daily activities, and parenting advice. We know that these resources and services are not evenly accessible across communities. EXITO staff plans to coordinate support programming for families in order to address challenges and further foster relationships with parents and families, these with the purpose to elevate the critical role of families in supporting youth's education.

Two big goals for EXITO family engagement component is to create activities that help families overcome their fears and anxieties and tap into their existing knowledge and skills about STEM; as well as to help parents understand how to integrate STEM into their everyday routines with activities with accessible materials for use at home.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,500
Budgeted Expenditures in SFY 2023	\$5,500
Budgeted Expenditures in SFY 2024	\$5,500
Total Expenditures	<u>\$16,500</u>

Status

Task Force Review

Line Item ID: 443-3-0008

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

EXITO Program Instructional Supplies

Account Number

60-1000-610-01-886

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

EXITO, (Exploration In Transition Opportunities)- INSTRUCTIONAL MATERIALS AND SUPPLIES

EXITO Afterschool program is an important venue where ambitious STEAM learning can occur. Beyond simply extending the school day, or providing more school-like instruction after school, EXITO afterschool program offers a unique learning environment often quite different from the traditional school structure. While afterschool programming focuses on academic enrichment, the activities are often infused with a youth development perspective that emphasizes active and collaborative learning, developing a sense of mastery, application and meaningful participation.

Instructional materials include a wide range of resources that can be used by EXITO staff to plan for and enact learning experiences for students. In general, they are the concrete resources; lesson plans, and curriculum materials that provide educators with activities and guidance to help students accomplish particular aims. EXITO employs the use of traditional and unconventional supplies which may include STEAM kits, art kits, rockets and engineering models, as well as everyday items that students can connect to STEAM learning at home, school, nature and other areas of life. The latter is particularly important and relevant as families saw the need for unconventional learning during the pandemic, when making conversions from the metric system to imperial became an opportunity for students to bond with their parents while providing opportunities to apply their learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$10,500
Budgeted Expenditures in SFY 2023	\$10,500
Budgeted Expenditures in SFY 2024	\$10,500
Total Expenditures	<u>\$31,500</u>

Status

Task Force Review

Line Item ID: 443-3-0009

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 NameEXITO Program Program Director
Salaries 4.15%**Account Number**

60-2211-120-00-886

Function Code2211 - Supervision of Improvement of
Instruction Services**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**

EXITO, (Exploration In Transition Opportunities)- PROGRAM DIRECTOR SALARY

The Program director oversees the program, the teachers and the activities.

The program director oversees program planning, implementation and evaluates outcomes. A big goal for EXITO is to incorporate community and industry partnership into the programming in the form of tours, speakers and volunteer opportunities. COVID-19 pandemic brought to light the lack of knowledge of community resources within the community, because of this, it is the program director's goal to immerse students into the community and bring community resources directly into the school setting.

The program director arranges community and educational tours, develops community partnerships, plans family engagement opportunities, professional development and assists teachers and coordinators with programming development and implementation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,274
Budgeted Expenditures in SFY 2023	\$3,274
Budgeted Expenditures in SFY 2024	\$3,274
Total Expenditures	<u>\$9,822</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 NameEXITO Program Program Supervisor
Fringe**Account Number**

60-2211-212-00-886

Function Code2211 - Supervision of Improvement of
Instruction Services**Object Code**

210 - Group Insurance

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**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR FRINGE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$326
Budgeted Expenditures in SFY 2023	\$326
Budgeted Expenditures in SFY 2024	\$327
Total Expenditures	<u>\$979</u>

Status

Task Force Review

Line Item ID: 443-3-0012

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 NameEXITO Program Program Supervisor
FICA**Account Number**

60-2211-220-00-886

Function Code2211 - Supervision of Improvement of
Instruction Services**Object Code**

220 - Social Security Contributions

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**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR FICA

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$275
Budgeted Expenditures in SFY 2023	\$275
Budgeted Expenditures in SFY 2024	\$276
Total Expenditures	<u>\$826</u>

Status

Task Force Review

Line Item ID: 443-3-0013

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 NameEXITO Program Program Supervisor
Unemployment**Account Number**

60-2211-250-00-886

Function Code2211 - Supervision of Improvement of
Instruction Services**Object Code**

260 - Unemployment Compensation

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**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR UNEMPLOYMENT

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4
Budgeted Expenditures in SFY 2023	\$4
Budgeted Expenditures in SFY 2024	\$3
Total Expenditures	<u>\$11</u>

Status

Task Force Review

Line Item ID: 443-3-0014

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 NameEXITO Program Program Supervisor
Workman's Comp**Account Number**

60-2211-260-00-886

Function Code2211 - Supervision of Improvement of
Instruction Services**Object Code**

270 - Worker's Compensation

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**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR WORKMAN'S COMP

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4
Budgeted Expenditures in SFY 2023	\$4
Budgeted Expenditures in SFY 2024	\$5
Total Expenditures	<u>\$13</u>

Status

Task Force Review

Line Item ID: 443-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer Certified Salaries - Summer Institute

Account Number

60-2213-119-00-828

Function Code

2213 - Instructional Staff Training Services

Object Code

151 - Additional compensation paid to teachers

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Previously approved in 20-21 with ESSER II funds from 76-1000-119-XX-828 - Will repeat this activity in June 2022 USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty. The school district's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives:

1. Involve as many staff as possible who support literacy instruction
2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics.
3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in the home.
4. Culminate in a "capstone" project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data.
5. Increase the "multiplier effect" of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come.

References:

BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract)

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$230,000
Budgeted Expenditures in SFY 2024	\$230,000
Total Expenditures	<u>\$460,000</u>

Status

Task Force Review

Line Item ID: 443-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Fica Summer Institute

Account Number

60-2213-220-XX-828

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - FICA

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$17,500
Budgeted Expenditures in SFY 2024	\$17,500
Total Expenditures	\$35,000

Status

Task Force Review

Line Item ID: 443-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Summer Institute

Account Number

60-2213-250-XX-828

Function Code

2313 - Board Treasurer Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - UNEMPLOYMENT

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$215
Budgeted Expenditures in SFY 2024	\$215
Total Expenditures	\$430

Status

Task Force Review

Line Item ID: 443-3-0018

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

Work Comp Summer Institute

Account Number

60-2213-260-XX-828

Function Code

2213 - Instructional Staff Training Services

Object Code

270 - Worker's Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - WORKMAN'S COMP

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$570**Budgeted Expenditures in SFY 2024** \$570**Total Expenditures** \$1,140**Status**

Task Force Review

Line Item ID: 443-3-0019

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

Summer Classified Salaries- Summer Institute

Account Number

60-2213-119-00-827

Function Code

2213 - Instructional Staff Training Services

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

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3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in the home.
4. Culminate in a "capstone" project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data.
5. Increase the "multiplier effect" of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come.

References:

BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract)

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$103,322
Budgeted Expenditures in SFY 2024	\$103,322
Total Expenditures	\$206,644

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Fica Summer Institute

Account Number

60-2213-220-XX-827

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - FICA

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,802**Budgeted Expenditures in SFY 2024** \$7,802**Total Expenditures** \$15,604**Status**

Task Force Review

Line Item ID: 443-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Summer Institute

Account Number

60-2213-250-XX-827

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - UNEMPLOYMENT

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$97**Budgeted Expenditures in SFY 2024** \$97**Total Expenditures** \$194**Status**

Task Force Review

Line Item ID: 443-3-0022

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

Work Comp Summer Institute

Account Number

60-2213-260-XX-827

Function Code

2213 - Instructional Staff Training Services

Object Code

270 - Worker's Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - WORKMAN'S COMP

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$252**Budgeted Expenditures in SFY 2024** \$252**Total Expenditures** \$504**Status**

Task Force Review

Line Item ID: 443-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer Institute Presenter Pay

Account Number

60-2213-119-00-828

Function Code

2213 - Instructional Staff Training Services

Object Code

151 - Additional compensation paid to teachers

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Presenter pay for Summer Institute Line 16 and 20

Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Task Force Review

Line Item ID: 443-3-0024

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

Fica Summer Institute Presenter Pay

Account Number

60-2213-220-XX-828

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA for Summer Institute line 16 and 20

Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$765
Budgeted Expenditures in SFY 2024	\$765
Total Expenditures	<u>\$1,530</u>

Status

Task Force Review

Line Item ID: 443-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Summer Institute Presenter Pay

Account Number

60-2213-250-XX-828

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment for summer Institute line 16 and 20

Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$13
Budgeted Expenditures in SFY 2024	\$13
Total Expenditures	<u>\$26</u>

Status

Task Force Review

Line Item ID: 443-3-0026

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 NameWork Comp Summer Institute
Presenter Pay**Account Number**

60-2213-260-XX-828

Function Code2213 - Instructional Staff Training
Services**Object Code**

270 - Worker's Compensation

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**Work Comp for Summer Institute Line 16 and 20
Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12
Budgeted Expenditures in SFY 2024	\$12
Total Expenditures	<u>\$24</u>

Status

Task Force Review

Line Item ID: 443-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

613 Summer Institute Pay

Account Number

60-2213-322-00-613

Function Code2213 - Instructional Staff Training
Services**Object Code**

322 - Instructional Services

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**Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022
613 Summer Institute Pay for attendance of the same training as in line 16 and 20

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$114,383
Budgeted Expenditures in SFY 2024	\$114,383
Total Expenditures	<u>\$228,766</u>

Status

Task Force Review

Line Item ID: 443-3-0028

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

Internet Hotspots

Account Number

60-1000-734-00-000

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Internet Hotspots for students and families. Many students/families in our district do not have access to the internet. This cost will cover the internet access fee and for additional hotspots purchased to help students and or staff who may have to stay home due to Covid related illness. It allows the students to continue to stay current on their school work and not get behind if they must be at home and it also allows teachers to continue to be in contact with their total classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$69,978
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$69,978</u>

Status

Task Force Review

Line Item ID: 443-3-0029

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

Band Instrument Sanitize DCMS

Account Number

60-1000-429-10-025

Function Code

1000 - Instruction

Object Code

429 - Other Cleaning Services

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Band Instrument Sanitize

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,265
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,265</u>

Status

Task Force Review

Line Item ID: 443-3-0030

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

Band Instrument Sanitize CMS

Account Number

60-1000-429-18-025

Function Code

1000 - Instruction

Object Code

429 - Other Cleaning Services

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Band Instrument Sanitize

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,992**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,992**Status**

Task Force Review

Line Item ID: 443-3-0031

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

Band Instrument Sanitize DCHS

Account Number

60-1000-429-11-025

Function Code

1000 - Instruction

Object Code

429 - Other Cleaning Services

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Band Instrument Sanitize

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,524**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,524**Status**

Task Force Review

Line Item ID: 443-3-0032

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

Additional Instructional Coach for DCMS, CMS and D

Account Number

60-2200-110-XX-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are requesting approval of ESSER 3 funds to hire 3 fulltime secondary instructional coaches and 1 full time district Academic Interventionist/Professional Development Coordinator.

Central to this work is a strong tie to research. In particular, the work done by Dr. Jim Knight over the past 20+ years and Dr. John Hattie and his 2018 visible learning factors related to student achievement. Dr. Hattie's longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie's work:

1. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

2. Impact of Instructional Coaching Supports: "Evaluation (teaching) and Reflection" shows a .74 effect size in the 2018 meta-analysis findings of Dr. Hattie's Visible Learning research. This Cohen's d coefficient is a strong indicator of positive correlation between the activity and positive results. A .40 effect size is the neutral value in the research meaning the activity produces neutral results.

3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement." The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. "By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement." (Fuchs, D., Fuchs, L. S. 2012).

USD 443's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments. This process will be the foundation of our longitudinal continuous improvement planning that addresses student academic, behavioral/social outcomes as well as staff and community alignment and involvement in the processes.

The intended objectives of this ESSER application includes the following:

1. Support teachers' professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptual feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district's goals.

2. Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.

3. Creation and implementation of a multi-year district professional development plan that aligns to the district's strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.

4. Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

References:

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28 (2), 117-148. (Abstract).

Fuchs, D., Fuchs, L. S., and Compton, D. L. (2012). Smart RTI: A next generation approach to multilevel prevention. *Exceptional Children*, 78(3), 263- 279.

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: *Scholarship of Teaching and Learning in Psychology*, 1 (1), 79-91. (Abstract).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$201,980
Budgeted Expenditures in SFY 2024	\$208,100
Total Expenditures	<u>\$410,080</u>

Status

Task Force Review

Line Item ID: 443-3-0033

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

Additional Instructional Coach for DCMS, CMS and D

Account Number

60-2200-132-XX-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

151 - Additional compensation paid to teachers

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE - 10 Extra Days beyond contract: See Line 33 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$11,040
Budgeted Expenditures in SFY 2024	\$11,340
Total Expenditures	<u>\$22,380</u>

Status

Task Force Review

Line Item ID: 443-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameAdditional Instructional Coach for
DCMS, CMS and D**Account Number**

60-2200-210-XX-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

210 - Group Insurance

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**

Additional Instructional Coach for DCMS, CMS and DCHS Fringe 3 FTE: See Line 33 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$23,607
Budgeted Expenditures in SFY 2024	\$23,607
Total Expenditures	<u>\$47,214</u>

Status

Task Force Review

Line Item ID: 443-3-0035

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 NameAdditional Instructional Coach for
DCMS, CMS and D**Account Number**

60-2200-220-XX-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

220 - Social Security Contributions

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**

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE FICA: See Line 33 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$18,101
Budgeted Expenditures in SFY 2024	\$18,590
Total Expenditures	<u>\$36,691</u>

Status

Task Force Review

Line Item ID: 443-3-0036

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

Additional Instructional Coach for DCMS, CMS and D

Account Number

60-2200-250-XX-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE Unemployment: See Line 33 for narrative

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$237**Budgeted Expenditures in SFY 2024** \$244**Total Expenditures** \$481**Status**

Task Force Review

Line Item ID: 443-3-0037

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

Additional Instructional Coach for DCMS, CMS and D

Account Number

60-2200-260-XX-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

270 - Worker's Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE Workman's comp: See line 33 for narrative

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$294**Budgeted Expenditures in SFY 2024** \$301**Total Expenditures** \$595**Status**

Task Force Review

Line Item ID: 443-3-0038

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

Academic Interventionist/Prof
Development Coordina

Account Number

60-2213-113-00-000

Function Code

2213 - Instructional Staff Training
Services

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among
students, including vulnerable
populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are requesting approval of ESSER 3 funds to hire 3 fulltime secondary instructional coaches and 1 full time district Academic Interventionist/Professional Development Coordinator.

Central to this work is a strong tie to research. In particular, the work done by Dr. Jim Knight over the past 20+ years and Dr. John Hattie and his 2018 visible learning factors related to student achievement. Dr. Hattie's longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie's work:

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2. Impact of Instructional Coaching Supports: "Evaluation (teaching) and Reflection" shows a .74 effect size in the 2018 meta-analysis findings of Dr. Hattie's Visible Learning research. This Cohen's d coefficient is a strong indicator of positive correlation between the activity and positive results. A .40 effect size is the neutral value in the research meaning the activity produces neutral results.
3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement." The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. "By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement." (Fuchs, D., Fuchs, L. S. 2012).

USD 443's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments. This process will be the foundation of our longitudinal continuous improvement planning that addresses student academic, behavioral/social outcomes as well as staff and community alignment and involvement in the processes.

The intended objectives of this ESSER application includes the following:

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2. Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.
3. Creation and implementation of a multi-year district professional development plan that aligns to the district's strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.
4. Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

References:

- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28 (2), 117-148. (Abstract).
- Fuchs, D., Fuchs, L. S., and Compton, D. L. (2012). Smart RTI: A next generation approach to multilevel prevention. *Exceptional Children*, 78(3), 263- 279.
- HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: *Scholarship of Teaching and Learning in Psychology*, 1 (1), 79-91. (Abstract).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$79,709
Budgeted Expenditures in SFY 2024	\$82,100
Total Expenditures	<u>\$161,809</u>

Status

Task Force Review

Line Item ID: 443-3-0039

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

Academic Interventionist/Prof
Development Coordina

Account Number

60-2213-290-00-000

Function Code

2313 - Board Treasurer Services

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Academic Interventionist/Prof Development Coordinator 1 FTE Mileage pay: See Line 39 for Narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,800
Budgeted Expenditures in SFY 2024	\$18,000
Total Expenditures	<u>\$19,800</u>

Status

Task Force Review

Line Item ID: 443-3-0040

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 NameAcademic Interventionist/Prof
Development Coordina**Account Number**

60-2213-211-00-000

Function Code2213 - Instructional Staff Training
Services**Object Code**

210 - Group Insurance

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**

Academic Interventionist/Prof Development Coordinator 1 FTE Fringe: See Line 39 for Narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,869
Budgeted Expenditures in SFY 2024	\$7,869
Total Expenditures	<u>\$15,738</u>

Status

Task Force Review

Line Item ID: 443-3-0041

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 NameAcademic Interventionist/Prof
Development Coordina**Account Number**

60-2213-220-00-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

220 - Social Security Contributions

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**

Academic Interventionist/Prof Development Coordinator 1 FTE FICA: See Line 39 for Narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,067
Budgeted Expenditures in SFY 2024	\$7,250
Total Expenditures	<u>\$14,317</u>

Status

Task Force Review

Line Item ID: 443-3-0042

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 NameAcademic Interventionist/Prof
Development Coordina**Account Number**

60-2213-250-00-000

Function Code2213 - Instructional Staff Training
Services**Object Code**

260 - Unemployment Compensation

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**

Academic Interventionist/Prof Development Coordinator 1 FTE Unemployment: See Line 39 for Narrative

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$95**Total Expenditures** \$187**Status**

Task Force Review

Line Item ID: 443-3-0043

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 NameAcademic Interventionist/Prof
Development Coordina**Account Number**

60-2213-260-00-000

Function Code2213 - Instructional Staff Training
Services**Object Code**

270 - Worker's Compensation

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**

Academic Interventionist/Prof Development Coordinator 1 FTE Workman's Comp: See Line 39 for Narrative

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$115**Budgeted Expenditures in SFY 2024** \$117**Total Expenditures** \$232**Status**

Task Force Review

Line Item ID: 443-3-0044

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

Certified Collaborative Incentive Pay for
1 additi

Account Number

60-2212-119-XX-XXX

Function Code

2212 - Instruction and Curriculum
Development Services

Object Code

150 - Additional Compensation

Allowable Use

12 - Addressing learning loss among
students, including vulnerable
populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to Covid and the loss of learningWe are requesting approval of ESSER 3 funds to purchase additional Professional Development/Collaborative/Instructional time for teachers and students. Due to Covid and the loss of student learning the district will add 1 hour on Wednesday of every week to provide for more teacher collaborative plan time, PLC and PD time. With the additional hour on Wednesdays, the district would remove the Late Start dates to increase student contact time.

Central to this work is a strong tie to research. In particular, the work done by Dr. John Hattie in his 2018 visible learning factors related to student achievement. Dr. Hattie's longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie's work:

1. Professional Learning Collaboration: This proposal will be an important avenue to increase the Collective Efficacy of all district staff through structured review of practice and collaborative input and review. By dedicating additional time in the teachers' contract, along with research based and systematic guidelines, all staff will share best practice, review student data/artifacts and monitor the students' growth progression. In Dr. John Hatties Visible Learning research in 2018 "Response to Intervention" has an effect size of 1.29, "Strategy to integrate with prior knowledge" .93, "Deliberate Practice" .79 and "Planning and Prediction" .76 all are high impact professional collaboration strategies. In other words, through embedding systematic professional collaboration processes that align with research and results proven strategies for all the above mentioned practices positive student outcomes will be a result.
2. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.
3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement." The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. "By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement." (Fuchs, D., Fuchs, L. S. 2012).

We will pay a set amount of \$5,000.00 per teacher per year for two years for the additional hour we will add on Wednesday of each week. Approximately 465 Teachers.

This will be paid in December, 2022 for year one and December 2023 for year two.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,325,000
Budgeted Expenditures in SFY 2024	\$2,325,000
Total Expenditures	<u>\$4,650,000</u>

Status

Task Force Review

Line Item ID: 443-3-0045

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

Certified Collaborative Incentive Pay for 1 additi

Account Number

60-2212-220-XX-XXX

Function Code

2212 - Instruction and Curriculum Development Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Certified Collaborative Incentive Pay for 1 additional hour per week for teachers to collaborate and plan - FICA

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$177,863

Budgeted Expenditures in SFY 2024 \$177,863

Total Expenditures \$355,726

Status

Task Force Review

Line Item ID: 443-3-0046

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

Certified Collaborative Incentive Pay for 1 additi

Account Number

60-2212-250-XX-XXX

Function Code

2212 - Instruction and Curriculum Development Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Certified Collaborative Incentive Pay for 1 additional hour per week for teachers to collaborate and plan - UNEMPLOYMENT

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$3,023

Budgeted Expenditures in SFY 2024 \$3,023

Total Expenditures \$6,046

Status

Task Force Review

Line Item ID: 443-3-0047

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 NameCertified Collaborative Incentive Pay for
1 additi**Account Number**

60-2212-260-XX-XXX

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

270 - Worker's Compensation

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**Certified Collaborative Incentive Pay for 1 additional hour per week for teachers to collaborate and plan - WORKMAN'S
COMP

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,883
Budgeted Expenditures in SFY 2024	\$2,883
Total Expenditures	<u>\$5,766</u>

Status

Task Force Review

Line Item ID: 443-3-0048

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 NameESOL Elementary Instructional Coach
Salary
1 FTE**Account Number**

60-2200-110-19-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

This request is based on two distinctive district wide needs. First, the need for additional technical support for instruction, ESOL and Academic Interventions. The second is to utilize the Federal ESSR 3 funds to focus on student academic gain (referred to as learning loss in the Federal document). The USD 443 school district has invested in these research based and proven supports already. As our collective staff increases their technical and applied knowledge it requires additional supports as the depth of knowledge increases. This is the desired effect and has been a focus of our district systems and professional development for staff.

? Support teachers? professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptual feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district's goals.

? Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.

? Creation and implementation of a multi-year district professional development plan that aligns to the district's strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.

? Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$67,325

Budgeted Expenditures in SFY 2024 \$69,345

Total Expenditures \$136,670

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 NameESOL Instruction Coach 1 FTE - 10
Extra Days bey**Account Number**

60-2200-132-19-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**151 - Additional compensation paid to
teachers**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESOL Elementary Instruction Coach 10 Extra Days: See line 49 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,680
Budgeted Expenditures in SFY 2024	\$3,790
Total Expenditures	<u>\$7,470</u>

Status

Task Force Review

Line Item ID: 443-3-0050

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESOL Instructional Coach Fringe 1 FTE

Account Number

60-2200-210-19-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

210 - Group Insurance

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**

ESOL Elementary Instruction Coach Fringe: See line 49 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,869
Budgeted Expenditures in SFY 2024	\$7,869
Total Expenditures	<u>\$15,738</u>

Status

Task Force Review

Line Item ID: 443-3-0051

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESOL Instructional Coache 1 FTE FICA

Account Number

60-2200-220-19-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

ESOL Elementary Instruction Coach FICA: See line 49 for narative

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,035**Budgeted Expenditures in SFY 2024** \$6,198**Total Expenditures** \$12,233**Status**

Task Force Review

Line Item ID: 443-3-0052

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 NameESOL Instructional Coach 1 FTE
Unemployment**Account Number**

60-2200-250-19-000

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

ESOL Elementary Instruction Coach Unemployment: See line 49 for narative

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$80**Budgeted Expenditures in SFY 2024** \$81**Total Expenditures** \$161**Status**

Task Force Review

Line Item ID: 443-3-0053

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 NameESOL Instructional Coach 1 FTE
Workman's Comp**Account Number**

60-2200-260-19-000

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

270 - Worker's Compensation

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**

ESOL Elementary Instruction Coach Workman's Comp: See line 49 for narrative

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$98
Budgeted Expenditures in SFY 2024	\$100
Total Expenditures	<u>\$198</u>

Status

Task Force Review

Line Item ID: 443-3-0054

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 NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-1000-154-XX-XXX

Function Code

1000 - Instruction

Object Code

150 - Additional 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**

Retention pay will be paid to all USD 443 staff, both certified and classified, employed with the district by the first day of School, August 18, 2022 and be a current employee when retention pay is paid. With a significant number of vacancies across both academic and support areas, a retention stipend is needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. This request for incentive pay will be taken to the USD 443 Board of Education for approval at the June 2022 board meeting. USD 443 Staff will be notified of the retention pay once approved by the USD 443 Board of Education and KSDE.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$853,200
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$853,200</u>

Status

Task Force Review

Line Item ID: 443-3-0055

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

FICA - Retention Pay

Account Number

60-1000-220-XX-XXX

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$65,270

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$65,270

Status

Task Force Review

Line Item ID: 443-3-0056

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

Unemployment - Retention Pay

Account Number

60-1000-250-XX-XXX

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$1,109

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$1,109

Status

Task Force Review

Line Item ID: 443-3-0057

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

Workman's Comp - Retention Pay

Account Number

60-1000-260-XX-XXX

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,058**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,058**Status**

Task Force Review

Line Item ID: 443-3-0058

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2100-154-XX-XXX

Function Code

2100 - Support Services (Students)

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Classified salary - Social Worker**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 443-3-0059

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

FICA - Retention Pay

Account Number

60-2100-220-XX-XXX

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Task Force Review

Line Item ID: 443-3-0060

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

Unemployment - Retention Pay

Account Number

60-2100-250-XX-XXX

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

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0061

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2100-260-XX-XXX

Function Code

2100 - Support Services (Students)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

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** \$1**Status**

Task Force Review

Line Item ID: 443-3-0062

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2113-154-XX-XXX

Function Code

2113 - Social Work Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Classified salary - Social Worker**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 443-3-0063

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

FICA - Retention Pay

Account Number

60-2113-220-XX-XXX

Function Code

2113 - Social Work Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Task Force Review

Line Item ID: 443-3-0064

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2113-250-XX-XXX

Function Code

2113 - Social Work Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0065

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2113-260-XX-XXX

Function Code

2113 - Social Work Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

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** \$1**Status**

Task Force Review

Line Item ID: 443-3-0066

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2114-154-XX-XXX

Function Code

2114 - Student Accounting Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Classified salary - Instructional Coaches/Bright Beginnings**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,000**Status**

Task Force Review

Line Item ID: 443-3-0067

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

FICA - Retention Pay

Account Number

60-2114-220-XX-XXX

Function Code

2114 - Student Accounting Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,836**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,836**Status**

Task Force Review

Line Item ID: 443-3-0068

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

Unemployment - Retention Pay

Account Number

60-2114-220-XX-XXX

Function Code

2114 - Student Accounting 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

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$31**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$31**Status**

Task Force Review

Line Item ID: 443-3-0069

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

Workman's Comp - Retention Pay

Account Number

60-2114-250-XX-XXX

Function Code

2114 - Student Accounting Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30**Status**

Task Force Review

Line Item ID: 443-3-0070

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2120-154-XX-XXX

Function Code

2120 - Guidance Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details Counselors

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,400**Status**

Task Force Review

Line Item ID: 443-3-0071

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2120-220-XX-XXX

Function Code

2120 - Guidance Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,561**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,561**Status**

Task Force Review

Line Item ID: 443-3-0072

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay C

Account Number

60-2120-250-XX-XXX

Function Code

2120 - Guidance 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

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$27**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$27**Status**

Task Force Review

Line Item ID: 443-3-0073

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

Workman's Comp - Retention Pay

Account Number

60-2120-260-XX-XXX

Function Code

2120 - Guidance Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25**Status**

Task Force Review

Line Item ID: 443-3-0074

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2122-154-XX-XXX

Function Code

2122 - Counseling Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
CTE Pathway Coordinator**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 443-3-0075

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2122-220-XX-XXX

Function Code

2122 - Counseling Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Task Force Review

Line Item ID: 443-3-0076

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2122-250-XX-XXX

Function Code

2122 - Counseling 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

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0077

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2122-260-XX-XXX

Function Code

2122 - Counseling Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

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** \$1**Status**

Task Force Review

Line Item ID: 443-3-0078

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2130-154-XX-XXX

Function Code

2130 - Health Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Nurses**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15,600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,600**Status**

Task Force Review

Line Item ID: 443-3-0079

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

FICA - Retention Pay

Account Number

60-2130-220-XX-XXX

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

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,193**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,193**Status**

Task Force Review

Line Item ID: 443-3-0080

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

Unemployment - Retention Pay

Account Number

60-2130-250-XX-XXX

Function Code

2130 - Health Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20**Status**

Task Force Review

Line Item ID: 443-3-0081

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2130-260-XX-XXX

Function Code

2130 - Health Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$19**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$19**Status**

Task Force Review

Line Item ID: 443-3-0082

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2143-154-XX-XXX

Function Code

2143 - Psychological Counseling Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Behavior Coordinators**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,400**Status**

Task Force Review

Line Item ID: 443-3-0083

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2143-220-XX-XXX

Function Code2143 - Psychological Counseling
Services**Object Code**

220 - Social Security Contributions

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**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$184**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$184**Status**

Task Force Review

Line Item ID: 443-3-0084

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2143-250-XX-XXX

Function Code2143 - Psychological Counseling
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**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3**Status**

Task Force Review

Line Item ID: 443-3-0085

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2143-260-XX-XXX

Function Code

2143 - Psychological Counseling Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3**Status**

Task Force Review

Line Item ID: 443-3-0086

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2200-154-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details Librarians

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,800**Status**

Task Force Review

Line Item ID: 443-3-0087

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2200-220-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,285**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,285**Status**

Task Force Review

Line Item ID: 443-3-0088

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2200-250-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$22**Status**

Task Force Review

Line Item ID: 443-3-0089

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2200-260-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21**Status**

Task Force Review

Line Item ID: 443-3-0090

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2201-154-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
First Stop Enrollment Center**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 443-3-0091

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2201-220-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Task Force Review

Line Item ID: 443-3-0092

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2201-250-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0093

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2201-260-XX-XXX

Function Code

2200 - Support Services (Instructional Staff)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

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** \$1**Status**

Task Force Review

Line Item ID: 443-3-0094

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2211-154-XX-XXX

Function Code

2211 - Supervision of Improvement of Instruction Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Academic Interventionists**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,400**Status**

Task Force Review

Line Item ID: 443-3-0095

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2211-220-XX-XXX

Function Code

2211 - Supervision of Improvement of Instruction Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$184**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$184**Status**

Task Force Review

Line Item ID: 443-3-0096

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2211-250-XX-XXX

Function Code

2211 - Supervision of Improvement of Instruction Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3**Status**

Task Force Review

Line Item ID: 443-3-0097

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2211-260-XX-XXX

Function Code

2211 - Supervision of Improvement of Instruction Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3**Status**

Task Force Review

Line Item ID: 443-3-0098

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2212-154-XX-XXX

Function Code

2212 - Instruction and Curriculum Development Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Family Community Facilitator Bright Beginnings**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 443-3-0099

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2212-220-XX-XXX

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

220 - Social Security Contributions

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**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Task Force Review

Line Item ID: 443-3-0100

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2212-250-XX-XXX

Function Code2212 - Instruction and Curriculum
Development 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**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0101

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2212-260-XX-XXX

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

270 - Worker's 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**

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

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** \$1**Status**

Task Force Review

Line Item ID: 443-3-0102

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-2215-154-XX-XXX

Function Code

2590 - Central Services

Object Code

150 - Additional 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**Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Technology Support Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 443-3-0103

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2215-220-XX-XXX

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Task Force Review

Line Item ID: 443-3-0104

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay C

Account Number

60-2215-250-XX-XXX

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0105

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2215-260-XX-XXX

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

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** \$1**Status**

Task Force Review

Line Item ID: 443-3-0106

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2320-154-XX-XXX

Function Code

2320 - Executive Administration Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details Superintendent and Admin Assistant, 2 Admin Building Receptionist, 3 Bright Beginnings Admin

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,400**Status**

Task Force Review

Line Item ID: 443-3-0107

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2320-220-XX-XXX

Function Code2320 - Executive Administration
Services**Object Code**

220 - Social Security Contributions

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**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$643**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$643**Status**

Task Force Review

Line Item ID: 443-3-0108

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2320-250-XX-XXX

Function Code2320 - Executive Administration
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**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11**Status**

Task Force Review

Line Item ID: 443-3-0109

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2320-260-XX-XXX

Function Code2320 - Executive Administration
Services**Object Code**

270 - Worker's 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**

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10**Status**

Task Force Review

Line Item ID: 443-3-0110

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-2321-154-XX-XXX

Function Code2321 - Office of the Superintendent
Services**Object Code**

150 - Additional 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**Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Asst Superintendents, Deputy Superintendent and Admin Assistant**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,800**Status**

Task Force Review

Line Item ID: 443-3-0111

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2321-220-XX-XXX

Function Code2321 - Office of the Superintendent
Services**Object Code**

220 - Social Security Contributions

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**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$367**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$367**Status**

Task Force Review

Line Item ID: 443-3-0112

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2321-250-XX-XXX

Function Code2321 - Office of the Superintendent
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**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 443-3-0113

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2321-260-XX-XXX

Function Code2321 - Office of the Superintendent
Services**Object Code**

270 - Worker's 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**

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 443-3-0114

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-2323-154-XX-XXX

Function Code2323 - State and Federal Relations
Services**Object Code**

150 - Additional 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**Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
State and Federal Programs, ESOL and Diversity Director, Engagement Coordinator and Classified ESOL Office Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,800**Status**

Task Force Review

Line Item ID: 443-3-0115

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2323-220-XX-XXX

Function Code2323 - State and Federal Relations
Services**Object Code**

220 - Social Security Contributions

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**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$826**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$826**Status**

Task Force Review

Line Item ID: 443-3-0116

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2323-250-XX-XXX

Function Code2323 - State and Federal Relations
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**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14**Status**

Task Force Review

Line Item ID: 443-3-0117

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2323-260-XX-XXX

Function Code2323 - State and Federal Relations
Services**Object Code**

270 - Worker's 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**

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13**Status**

Task Force Review

Line Item ID: 443-3-0118

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameRetention Pay \$1,200 for staff incentive
to retain**Account Number**

60-2400-154-XX-XXX

Function Code2400 - Support Services (School
Administration)**Object Code**

150 - Additional 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**Retention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Principals and secretaries to principals**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$84,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$84,000**Status**

Task Force Review

Line Item ID: 443-3-0119

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2400-220-XX-XXX

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,426**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,426**Status**

Task Force Review

Line Item ID: 443-3-0120

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2400-250-XX-XXX

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$109**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$109**Status**

Task Force Review

Line Item ID: 443-3-0121

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2400-260-XX-XXX

Function Code

2400 - Support Services (School Administration)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$104**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$104**Status**

Task Force Review

Line Item ID: 443-3-0122

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2510-154-XX-XXX

Function Code

2510 - Fiscal Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Director of Finance and District Comptroller and Business Office Classified Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,800**Status**

Task Force Review

Line Item ID: 443-3-0123

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2510-220-XX-XXX

Function Code

2510 - Fiscal Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$826**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$826**Status**

Task Force Review

Line Item ID: 443-3-0124

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2510-250-XX-XXX

Function Code

2510 - Fiscal Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14**Status**

Task Force Review

Line Item ID: 443-3-0125

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2510-260-XX-XXX

Function Code

2510 - Fiscal Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13**Status**

Task Force Review

Line Item ID: 443-3-0126

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2560-154-XX-XXX

Function Code

2590 - Central Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Public Information Office Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,600**Status**

Task Force Review

Line Item ID: 443-3-0127

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2560-220-XX-XXX

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$275**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$275**Status**

Task Force Review

Line Item ID: 443-3-0128

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay C

Account Number

60-2560-250-XX-XXX

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5**Status**

Task Force Review

Line Item ID: 443-3-0129

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2560-260-XX-XXX

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4**Status**

Task Force Review

Line Item ID: 443-3-0130

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2571-154-XX-XXX

Function Code

2590 - Central Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Human Resources Office Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,400**Status**

Task Force Review

Line Item ID: 443-3-0131

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2571-220-XX-XXX

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$643**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$643**Status**

Task Force Review

Line Item ID: 443-3-0132

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2571-250-XX-XXX

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11**Status**

Task Force Review

Line Item ID: 443-3-0133

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2571-260-XX-XXX

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10**Status**

Task Force Review

Line Item ID: 443-3-0134

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2580-154-XX-XXX

Function Code

2590 - 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 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Technology Classified staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13,200**Status**

Task Force Review

Line Item ID: 443-3-0135

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2580-220-XX-XXX

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,010**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,010**Status**

Task Force Review

Line Item ID: 443-3-0136

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2580-250-XX-XXX

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17**Status**

Task Force Review

Line Item ID: 443-3-0137

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2580-260-XX-XXX

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16**Status**

Task Force Review

Line Item ID: 443-3-0138

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2581-154-XX-XXX

Function Code

2590 - Central Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Technology Supervisor Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,600**Status**

Task Force Review

Line Item ID: 443-3-0139

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2581-220-XX-XXX

Function Code

2590 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$275**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$275**Status**

Task Force Review

Line Item ID: 443-3-0140

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2581-250-XX-XXX

Function Code

2590 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5**Status**

Task Force Review

Line Item ID: 443-3-0141

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2581-260-XX-XXX

Function Code

2590 - Central Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4**Status**

Task Force Review

Line Item ID: 443-3-0142

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2600-154-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Maintenance Classified Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$104,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$104,400**Status**

Task Force Review

Line Item ID: 443-3-0143

Allocation Type

Direct Allocation

Is this 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 - Retention Pay

Account Number

60-2600-220-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,987**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,987**Status**

Task Force Review

Line Item ID: 443-3-0144

Allocation Type

Direct Allocation

Is this 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 - Retention Pay

Account Number

60-2600-250-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$136**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$136**Status**

Task Force Review

Line Item ID: 443-3-0145

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2600-260-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$129**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$129**Status**

Task Force Review

Line Item ID: 443-3-0146

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2670-154-XX-XXX

Function Code

2670 - Safety

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Safety and Security**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 443-3-0147

Allocation Type

Direct Allocation

Is this 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 - Retention Pay

Account Number

60-2670-220-XX-XXX

Function Code

2670 - Safety

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Task Force Review

Line Item ID: 443-3-0148

Allocation Type

Direct Allocation

Is this 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 - Retention Pay

Account Number

60-2670-250-XX-XXX

Function Code

2670 - Safety

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0149

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2670-260-XX-XXX

Function Code

2670 - Safety

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

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** \$1**Status**

Task Force Review

Line Item ID: 443-3-0150

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2700-154-XX-XXX

Function Code

2700 - Student Transportation Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Transportation Director**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 443-3-0151

Allocation Type

Direct Allocation

Is this 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 - Retention Pay

Account Number

60-2700-220-XX-XXX

Function Code

2700 - Student Transportation Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Task Force Review

Line Item ID: 443-3-0152

Allocation Type

Direct Allocation

Is this 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 - Retention Pay

Account Number

60-2700-250-XX-XXX

Function Code

2700 - Student Transportation Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0153

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2700-260-XX-XXX

Function Code

2700 - Student Transportation Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

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** \$1**Status**

Task Force Review

Line Item ID: 443-3-0154

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,000 for staff incentive to retain

Account Number

60-2710-154-XX-XXX

Function Code

2710 - Vehicle Operation

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Transportation Classified Office Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 443-3-0155

Allocation Type

Direct Allocation

Is this 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 - Retention Pay

Account Number

60-2710-220-XX-XXX

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

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Task Force Review

Line Item ID: 443-3-0156

Allocation Type

Direct Allocation

Is this 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 - Retention Pay

Account Number

60-2710-250-XX-XXX

Function Code

2710 - Vehicle Operation

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0157

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2710-260-XX-XXX

Function Code

2710 - Vehicle Operation

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

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** \$1**Status**

Task Force Review

Line Item ID: 443-3-0158

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2720-154-XX-XXX

Function Code

2720 - Monitoring Services

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Transportation Bus Drivers**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$48,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$48,000**Status**

Task Force Review

Line Item ID: 443-3-0159

Allocation Type

Direct Allocation

Is this 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 - Retention Pay

Account Number

60-2720-220-XX-XXX

Function Code

2720 - Monitoring Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,672**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,672**Status**

Task Force Review

Line Item ID: 443-3-0160

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2720-250-XX-XXX

Function Code

2720 - Monitoring Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$62**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$62**Status**

Task Force Review

Line Item ID: 443-3-0161

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2720-260-XX-XXX

Function Code

2720 - Monitoring Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$59**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$59**Status**

Task Force Review

Line Item ID: 443-3-0162

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-2740-154-XX-XXX

Function Code

2730 - Vehicle Servicing and Maintenance

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Transportation Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,800**Status**

Task Force Review

Line Item ID: 443-3-0163

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-2740-220-XX-XXX

Function Code2730 - Vehicle Servicing and
Maintenance**Object Code**

220 - Social Security Contributions

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**

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$367**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$367**Status**

Task Force Review

Line Item ID: 443-3-0164

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-2740-250-XX-XXX

Function Code2730 - Vehicle Servicing and
Maintenance**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**

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 443-3-0165

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-2740-260-XX-XXX

Function Code

2730 - Vehicle Servicing and Maintenance

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 443-3-0166

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-3100-154-XX-XXX

Function Code

3100 - Food Service Operations

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Nutrition Staff**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$98,400**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$98,400**Status**

Task Force Review

Line Item ID: 443-3-0167

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-3100-220-XX-XXX

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,320**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,320**Status**

Task Force Review

Line Item ID: 443-3-0168

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-3100-250-XX-XXX

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$127**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$127**Status**

Task Force Review

Line Item ID: 443-3-0169

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-3100-260-XX-XXX

Function Code

3100 - Food Service Operations

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$122**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$122**Status**

Task Force Review

Line Item ID: 443-3-0170

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-3110-154-XX-XXX

Function Code

3110 - Supervision of Food Service

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Nutrition Director**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 443-3-0171

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-3110-220-XX-XXX

Function Code

3110 - Supervision of Food Service

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$92**Status**

Task Force Review

Line Item ID: 443-3-0172

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-3110-250-XX-XXX

Function Code

3110 - Supervision of Food Service

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0173

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-3110-260-XX-XXX

Function Code

3110 - Supervision of Food Service

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 443-3-0174

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay \$1,200 for staff incentive to retain

Account Number

60-3200-154-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 needRetention Pay salaries for staff incentive to retain and keep current employees See Line 55 for details
Civic Center Custodian and sub custodians**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: 443-3-0175

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA - Retention Pay

Account Number

60-3200-220-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay FICA for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$918**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$918**Status**

Task Force Review

Line Item ID: 443-3-0176

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment - Retention Pay

Account Number

60-3200-250-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15**Status**

Task Force Review

Line Item ID: 443-3-0177

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Workman's Comp - Retention Pay

Account Number

60-3200-260-XX-XXX

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15**Status**

Task Force Review

ESSER III APPLICATION FOR D0456

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>
Marais Des Cygnes Valley	105 SW Main, Melvern, KS 66510	Box 158, Melvern, KS 66510
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Joe Sample	jsample@usd456.org	(785) 549-3521

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Joe Sample	Superintendent	jsample@usd456.org	(785) 549-3521

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/1346223/USD_456_ESSER_III_-_Starter_Plan_for_Safe_Return_and_Continuity_of_Services_-_Google_Docs.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 utilize a specific portion of the funds to purchase cleaning supplies, soaps, and sanitizers to ensure all locations within the district are appropriately maintained and cleaned to prevent the spread of COVID-19. Additionally, we aim to use these funds to support a new custodial staff member specifically geared towards providing these services.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest: Instructional Material and Resources, Personnel Support for Academic Intervention, and After-School Tutoring 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 leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan: Personnel Support for Academic Intervention, Summer Learning Programs, and After-School Tutoring Programs. You will see that these suggestions from parents are reflective in the plan we developed.

School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district: Instructional Material and Resources, Personnel Support for Academic Intervention, and Operational Needs. 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: board meeting reviews, staff meeting reviews, teacher union discussion, district leadership team consideration, and community leader discussion.

Tribes

In a review of our student information system, we identified 0 students who reported as members of a tribe. While our student information system did not indicate we had any tribal students in our district, we reached out to tribes in Kansas a survey to seek feedback. While we did not hear back from anyone, we will implement following the identified supports for our general population as we believe it will benefit our Native American students as well.

Civil Rights Organization including Disability Rights Organizations

We reached out to many civil rights organizations in Kansas including ACLU-Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas, and Kansas NAACP with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights. While we did not hear much back, we have still implemented the supports which we believe will benefit all populations of our students.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Those groups are children with disabilities, children experiencing homelessness, children in foster care, and free and reduced lunch students. We have conducted surveys and have also engaged in direct conversations. Through those surveys and conversations, it was clear that the following supports were most needed: Summer Learning Programs, Expanded Social/Emotional Support Programs, and After-School Tutoring Programs

Provide the public the opportunity to provide input and take such input into account

We submitted a survey to outside stakeholders asking for their input on the needs of the district now that the pandemic has affected us in a multitude of ways. This input was gathered, considered, and in many ways implemented into our spending plan. We have shared the results of these surveys through staff discussion, board meetings, and public engagements.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

In March of 2020, USD 456 experienced a difficult transition in moving from in-person learning to remote learning for the last quarter of the school year. Due to this, the district has attempted to dig out of this hole and the corresponding consequences during the course of corresponding school years. Luckily, the district has been able to conduct learning while in-person for the majority of the pandemic, with only a two-week span of remote learning immediately following Thanksgiving of 2020. During the course of conducting education during a pandemic, our district has learned some hard truths. #1 - our district has and will need to expend significant funds to limit the spread of communicable diseases, which can include simple items like soap, hand sanitizer, and cleaning supplies to physical components like additional desks, cafeteria tables, and PPE. #2 - our district was working towards becoming more and more digital, but the pandemic has placed an emphasis on technology and its tools or platforms so that things like social distancing, remote learning, and/or digital citizenship can be conducted. #3 - our district has learned that we need to take deliberate steps to fully understand the potential needs of our students both academically and social-emotionally. We have taken steps to incorporate prior ESSER spending to address these issues, but are realizing that more support is needed.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Our district is in dire need of an update to all levels of curriculum. The pandemic has exacerbated this fact. Our aim will be to use these funds to purchase new curriculum and resources so that all of our students will be receiving a comprehensive education. Additionally, needs of at-risk students can and will be addressed with the additional resources available aimed to help them as they continue their education. Lastly, the possibility remains that we will pay for a student interventionist to assist with at-risk students.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The district is in need of more equipment like student desks to provide natural social distancing to limit the spread of disease. Additionally, technology equipment will need to be purchased to keep students resources up-to-date due to the demands of the system in times of potential remote learning. Lastly, the district intends to provide a retention incentive to staff to maintain their employment through these difficult times.

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.

Deliberate steps have been taken to address social/emotional needs in prior ESSER spending, but for ESSER III, the district intends to purchase additional resources to support identification and intervention.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$447,144	\$0	\$447,144	ESSER III Allocations	\$89,429
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$447,144	\$0	\$447,144	Amount Still Needed	\$89,429
In Review Total	\$447,144	\$0	\$447,144	In Review Total	\$89,479
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
456-3-0001	Direct	False	1000	150	16	\$62,665	Task Force Review
456-3-0002	Direct	False	2000	600	2	\$40,000	Task Force Review
456-3-0003	Direct	False	2000	600	3	\$20,000	Task Force Review
456-3-0004	Direct	False	1000	700	9	\$50,000	Task Force Review
456-3-0005	Direct	False	2600	120	2	\$50,000	Task Force Review
456-3-0006	Direct	False	2000	700	3	\$20,000	Task Force Review
456-3-0007	Direct	False	2000	300	2	\$3,000	Task Force Review
456-3-0009	Direct	True	2000	600	12	\$25,000	Task Force Review
456-3-0010	Direct	True	1000	100	10	\$64,479	Task Force Review
456-3-0011	Direct	False	2100	600	12	\$32,000	Task Force Review
456-3-0012	Direct	False	2100	600	12	\$30,000	Task Force Review
456-3-0013	Direct	False	2100	600	12	\$25,000	Task Force Review
456-3-0014	Direct	False	2110	600	12	\$25,000	Task Force Review

Line Item Details

Line Item ID: 456-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention Incentive - \$1000 per staff member

Please identify the number of staff per classification = 33 certified, 31 classified

When were the conditions for the incentive communicated to the staff = August 2021

When did the payout occur = March 2022

Budgeted Expenditures in SFY 2021	\$62,665
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$62,665</u>

Status

Task Force Review

Line Item ID: 456-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

2000 - Support Services

Object Code

600 - SUPPLIES AND MATERIALS

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

Custodial supplies to clean and guard against the spread of COVID-19

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	<u>\$40,000</u>

Status

Task Force Review

Line Item ID: 456-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

2000 - Support Services

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Student school supplies to provide students safe materials to use while at school. These supplies would include paper, pencil, markers, and other typical school supplies. These supplies are necessary to reduce the spread of cross contamination between students.

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	<u>\$20,000</u>

Status

Task Force Review

Line Item ID: 456-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

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 student and staff computers to conduct potential online/virtual/distance learning

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	<u>\$50,000</u>

Status

Task Force Review

Line Item ID: 456-3-0005

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

Federal

Account Number

07

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

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

Custodial salary

Budgeted Expenditures in SFY 2021 \$10,000**Budgeted Expenditures in SFY 2022** \$20,000**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50,000**Status**

Task Force Review

Line Item ID: 456-3-0006

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

Federal

Account Number

07

Function Code

2000 - Support Services

Object Code

700 - PROPERTY

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

Furniture to properly provide spaces where students can social distance

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

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 456-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

2000 - Support Services

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL 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**

Powerschool training for previous ESSER II expenditure

Budgeted Expenditures in SFY 2021 \$3,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 456-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

2000 - Support Services

Object Code

600 - SUPPLIES AND MATERIALS

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**

STAR assessment, NWEA Assessment, etc., to evaluate learning efforts amongst our at-risk and subgroup students to evaluate, intervene, and assess learning loss. At-risk groups that would benefit from this funding are children with disabilities, children experiencing homelessness, children in foster care, and potentially free and reduced lunch students.

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 ID: 456-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for JH/HS Counselor and K-12 Social Worker - at-risk positions. Without this funding, it is possible these positions would be eliminated due to other needs within the district. At-risk groups that would benefit from this funding are children with disabilities, children experiencing homelessness, children in foster care, and potentially free and reduced lunch students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$64,479
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$64,479</u>

Status

Task Force Review

Line Item ID: 456-3-0011

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

Federal

Account Number

07

Function Code

2100 - Support Services (Students)

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

JH/HS curriculum expenditures in order to update, revise, and meet the needs of our at-risk and subgroup students. District intends to institute multiple phases of the Houghton Mifflin Harcourt language arts curriculum materials to align grade levels, align with state standards, and provide relevant/accurate student intervention to address learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$32,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$32,000</u>

Status

Task Force Review

Line Item ID: 456-3-0012

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

Federal

Account Number

07

Function Code

2100 - Support Services (Students)

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

JH/HS curriculum expenditures in order to update, revise, and meet the needs of our at-risk and subgroup students. District intends to institute multiple phases of the Houghton Mifflin Harcourt science curriculum materials to align grade levels, align with state standards, and provide relevant/accurate student intervention to address learning loss.

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	<u>\$30,000</u>

Status

Task Force Review

Line Item ID: 456-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

2100 - Support Services (Students)

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

JH/HS curriculum expenditures in order to update, revise, and meet the needs of our at-risk and subgroup students. District intends to institute multiple phases of the Houghton Mifflin Harcourt social studies curriculum materials to align grade levels, align with state standards, and provide relevant/accurate student intervention to address learning loss.

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	<u>\$25,000</u>

Status

Task Force Review

Line Item ID: 456-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

2110 - Attendance and Social Work Services

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

Elementary curriculum expenditures in order to update, revise, and meet the needs of our at-risk and subgroup students. District intends to institute multiple phases of the Houghton Mifflin Harcourt elementary curriculum materials to align grade levels, align with state standards, and provide relevant/accurate student intervention to address learning loss.

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	<u>\$25,000</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0471

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>
Dexter	311 N Main, Dexter, KS 670380097	PO Box 97, Dexter, KS 670380097
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
KB Criss	kbcriss@usd471.org	(620) 876-5415

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
K.B. Criss	Superintendent of Schools/K-12 Principal	kbcriss@usd471.org	(620) 876-5415

Other District Representative 1 - Name

Donna Hill

Other District Representative 1 - E-mail Address

dhill@usd471.org

Other District Representative 2 - Name

Lacey Ware

Other District Representative 2 - E-mail Address

lware@usd471.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.usd471.org/safe-return-to-in-person-instruction--2>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD #471 Dexter Schools for the first time in the history of the school district hired a full-time school nurse. This provided a nurse for all of our K-12 students and for all school staff. This nurse has lead our district through all of the "COVID" logistics and that has helped our district reopen and continuously operate safely for in-person learning. The many duties of this additional position (testing students/staff, educating/communicating with parents and staff regarding quarantines, contact tracing, communicating with county/state health officials, assuring district compliance with CDC/State Health mandates, checking/monitoring student and staff symptoms, etc....) has been vital to keeping our buildings open to allow for in-person learning. Employing a school nurse also lead to stocking and supplying a nurses office with such essentials as first aid supplies, masks, gloves, hand sanitizer, sanitizing wipes, and other PPE items that has facilitated a healthier and safer school environment for all of our students and staff. With 78% of the ESSER III monies devoted to learning loss and 22% devoted the the environmental team member position, the school nurse was paid for using other funds then the ESSER III. However the nurse has played a vital role in our school district to continuously and safely remain open and allow for in-person learning and we felt it was important that it was listed in that manner.

In addition to hiring a school nurse USD #471 Dexter Schools also hired an additional member to our maintenance/housekeeping team and identified that member as our "environmental team member". The objective of the environmental team member was to solely keep the entire campus disinfected and sanitized throughout the school day. All kinds of equipment and extensive supplies have been purchased by the district for this team member to use throughout the day to clean, sanitize, and disinfect all "high touch areas". Each day after hours our campus buildings were thoroughly disinfected, sanitized, and cleaned to prepare for the next day of school, along with all of our district transportation fleet, including all of our busses and other district vehicles. The environmental team member also keeps abreast of all current trends and successful ways to combat and fight the spread of COVID and trains/educates other staff on "best practices" when dealing with cleaning/sanitizing/disinfecting for COVID. Employing this "environmental team member" has played a pivotal role and has helped our district reopen and continuously operate safely for in-person learning. As listed below in the financial breakdowns this position accounts for 22% of the ESSER III monies our school district has been allocated.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we conducted a survey and facilitated discussions with our USD #471 Dexter Schools K-12 Students to help determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students (students could mark multiple items):

93%-Additional Personnel & Staff Support for Academic Intervention

80%-Expanded Social & Emotional Learning/Mental Health Services

66%-After School Tutoring

ALL of these suggestions are included in the proposed USD #471 Dexter Schools ESSER III plan or will be implemented and paid for out of other district funds.

Families

In developing our ESSER plan, we conducted a survey and facilitated discussions with our USD #471 Dexter Schools Students Families. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items addressed in our ESSER plan (parents could mark multiple items):

91%-Additional Personnel & Staff Support for Academic Instruction

76%-Expanded Social & Emotional Learning/Mental Health Services

63%-After School Tutoring

55%-Disinfected, Sanitized, and Clean Facilities

ALL of these suggestions are included in the proposed USD #471 Dexter Schools ESSER III plan or will be implemented and paid for out of other district funds.

School and District Administrators including Special Education Administration

USD #471 Dexter Schools only has ONE school administrator (Superintendent of Schools/K-12 Principal) We have included the USD #471 Board of Education and representatives from our Special Education Cooperative as members of our "administrative team" in regards to gathering information and feedback for best ways to utilize ESSER III funding. We have met regularly to review and discuss the needs of our student and staff populations in USD #471 Dexter Schools. These meetings have included a review of data from our various special population groups within the district. As a result of these discussions, the following have been determined as most important to address in our district:

- *Additional Personnel & Staff Support for Academic Instruction (Teacher Aides)
- *Expanded Social & Emotional Learning/Mental Health Services
- *Disinfected, Sanitized, and Clean Facilities
- *After School Tutoring Opportunities for Students
- *Upgraded Technology for Students
- *Instructional Support Materials where requested
- *Increased "Opportunities" for students

ALL of these suggestions are included in the proposed USD #471 Dexter Schools ESSER III plan or will be implemented and paid for out of other district funds.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The development of our ESSER III plan has been a collaborative effort of our entire USD #471 Dexter Schools Certified Staff. We meet weekly to discuss the needs of our students and best ways to address the effect COVID has had on our students in Dexter. Our plans and intentions are reflective of those discussions. These collaborative conversations include the inclusion of the following items in our ESSER III plan:

- *Additional Personnel & Staff Support for Academic Instruction (Teacher Aides)
- *Expanded Social & Emotional Learning/Mental Health Services (Student Families/Mini Counseling/Mental Health Period)
- *Disinfected, Sanitized, and Clean Facilities (Environmental Team Member)

ALL of these suggestions are included in the proposed USD #471 Dexter Schools ESSER III plan or will be implemented and paid for out of other district funds.

Tribes

According to the following website <https://www.bia.gov/bia/ois/tribal-leaders-directory/> USD #471 Dexter Schools does not have any federally- or state-recognized tribes within our boundaries. However, in a review of our student information system, we identified 11 students who were reported as American Indian or Alaska Native. USD #471 Dexter Schools reached out to those identified with a survey to seek feedback regarding suggestions to best meet the needs of the identified students. Of the responses that were received, the following was indicated to be of the greatest benefit to them.

- 100%-Additional Personnel & Staff Support for Academic Intervention
- 83%-After School Tutoring Programs
- 66%-Expanded Social & Emotional Learning and Mental Health Services

ALL of these suggestions are included in the proposed USD #471 Dexter Schools ESSER III plan or will be implemented and paid for out of other district funds.

Civil Rights Organization including Disability Rights Organizations

Like most school districts, USD #471 Dexter Schools reached out to the Kansas Action for Children, a civil rights organization, to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights.

John Wilson, President of the Kansas Action for Children responded to our request. Mr. Wilson states that the two issues that were at the top of his mind were as follows:

*Early Learning & Child Care

*Family Support & Nutrition

I have copied and pasted his exact response below (In quotations):

"Early Learning & Child Care

Research clearly shows that when children participate in high quality child care and early learning opportunities, they are more prepared to enter kindergarten ready to continue learning. They also have better health outcomes, extending into adulthood. So, I suggest considering how ESSER funds could support programming for 3 and 4 year olds so that they're less likely to fall behind academically.

You might be considering retention pay for teachers and staff. Another way to retain staff could be making sure they have child care so that they can be the best, most focused teachers possible during the pandemic. We know that child care is the root of many workforce challenges right now—people can't find it and when they do, it's unaffordable.

Family Support & Nutrition

For your plan, consider the home environment to which students return. Can they put food on the table? Can they pay utilities or afford rent? Do they need support from a social worker? Students will perform better academically when they're not hungry and worried about their home life. The stress created by financial insecurity can be enormous for everyone in the family.

Does your food service program need to change in response to the pandemic? I know the USDA is allowing all kids to access free breakfast and lunch, but are there other considerations that help address food security with students and their parents?"

USD #471 Dexter Schools has hired an additional Pre-School Certified Instructor and has made separate classes for the three and four year old programs we offer, (previously combined) along with investing additional monies in personnel and curriculum materials to bolster our early childhood offerings. We have also extended the option for our four year old students and families to attend school all day.

USD #471 Dexter Schools has assembled a committee made up of students, staff, and parents to look at ways we can provide additional nutritional opportunities throughout the school day for 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

USD #471 Dexter Schools has worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have engaged in conversations and administered surveys that include and involve the following people:

*Children in Foster Care

***Students and Foster Parents Surveyed

100%-Additional Personnel & Staff Support for Academic Instruction

91%-After School Tutoring Programs

72%-Expanded Social & Emotional Learning/Mental Health Services

*English Learners

WE HAVE NO ELL STUDENTS ENROLLED AT THE TIME OF THE SURVEY

*Children Experiencing Homelessness

WE HAVE NO CHILDREN EXPERIENCING HOMELESSNESS ENROLLED AT THE TIME OF THE SURVEY

*Children who are Incarcerated

WE HAVE NO CHILDREN THAT WERE INCARCERATED AT THE TIME OF THE SURVEY

*Migratory Students

WE HAVE NO MIGRATORY STUDENTS ENROLLED AT THE TIME OF THE SURVEY

*Special Education Teachers

100%-Additional Personnel & Staff Support for Academic Instruction

88%-Expanded Social & Emotional Learning/Mental Health Services

*Special Education Paras

100%-Additional Personnel & Staff Support for Academic Instruction

*Students w/Disabilities

100%-Additional Personnel & Staff Support for Academic Instruction

95%-After School Tutoring Programs

68%-Expanded Social & Emotional Learning/Mental Health Services

*Parents of Students w. Disabilities

100%-Additional Personnel & Staff Support for Academic Instruction

95%-After School Tutoring Programs

Each Sub-Group we worked with and surveyed unanimously, (EVERY SINGLE SURVEY-100%) marked their wishes for Additional Personnel and Staff Support for Academic Instruction. So among each sub-group questioned this was unanimously chosen and identified as the number one need. As you can see from the survey results, we have no students in some of the sub-categories. Across all sub-groups surveyed, the next two choices were after school tutoring, and an expanded social/emotional curriculum. Our plan reflects using the ESSER funds exactly in this manner for these sub-groups.

In addition, ALL of these suggestions are included in the proposed USD #471 Dexter Schools ESSER III plan or will be implemented and paid for out of other district funds.

Provide the public the opportunity to provide input and take such input into account

*Board Meeting: USD #471 Dexter Schools presented the ESSER III publicly at a school board meeting. Students, Parents, Staff, Patrons, and Stakeholders of the district were notified via public postings throughout the district in several different places where the plan could be viewed and when the meeting would take place.

*Staff Meetings: USD #471 Dexter Schools had weekly mandatory staff meetings while developing the ESSER III plan for staff to provide input.

*District Newsletter: USD #471 Dexter Schools included in it's monthly newsletter the plan for using it's ESSER III monies. (if approved by the state) We also shared the process at which we came to those decisions on how the plan was put together. Contact Information was also provided and offered for anyone that wanted to contact the Superintendent of Schools/K- 12 Principal to discuss or provide input. The district newsletter goes out to all patrons of the school district in a bulk mailing.

*Presentations/Meetings/Conversations with local FOCUS GROUPS: Dexter City Council, PAG (Parent Advisory Group), CIVIC Club, Student Council

*Parent/Teacher Conferences: Informational Booth with handouts was set up and included in our local parent/teacher conferences as another way to get the information to our families.

Being a small school district provided the opportunity to really personalize the ESSER III process with our families, staff, patrons, and stakeholders. Anyone that wanted to had the opportunity to provide input and discuss the ESSER III with our Administration and School Board. We never encountered any resistance with our plan. I think mainly because it always focused on our students and what was best for them in trying to help address the problems and learning gaps that came with COVID.

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 #471 Dexter Schools has approximately 280 students PreK-12 across the district. In March of 2020 a majority of these students left for Spring Break and did not return to finish the 2019-2020 school year, therefore missing approximately 25% of "in-person" school for that year. USD #471 Dexter Schools provided educational opportunities through remote learning for the remainder of the 2019-2020 school year. Our staff and students are to be commended for their efforts and trying their best to fill that time through the remote learning, but the remote learning simply did not meet the needs of all students. In our school district the 2020-2021 school year was delayed until mid-September which resulted in a further loss of instructional time for all of our students. The 2021-22 school year started on time and ran as scheduled. However, we still faced challenges with students and staff either being sick and/or out on quarantine. This has directly lead to lower attendance rates which has resulted in more learning loss and student disengagement for all students. For ALL STUDENTS, the pandemic not only has had an academic impact, but also has had a social/emotional impact on students that has affected the health and well being of students locally, regionally, and nationally. In a survey we administered 35% of parents were either "very concerned" or "extremely concerned" about their children's mental health.

By using the following screening resources for data collection:

FastBridge

MAP

Kansas State Assessments

Istation

Local Instructor Generated Assessments

Kansas Communities that Cares Survey

By using the above information, USD #471 Dexter Schools, has put together data to help determine the impact COVID has had on our school district. The numbers below reflect data in Reading and Math from BEFORE COVID (BC), DURING COVID (DC), and most recently POST COVID (PC). The data below suggests who is at or above grade level and is reflective of our student learners across all of our special populations.

Group	2020	2021	2022
Elementary Reading	54%	48%	52%
Elementary Math	77%	68%	73%
JH/HS ELA	66%	61%	63%
JH/HS Math	59%	56%	58%

MTSS, Extra Support Personnel, Extended School Day, Tutoring, and the implementation of other special programs that have been created and utilized to help address areas of learning loss and get students back on track for student growth has been successful thus far in our district.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

USD #471 Dexter Schools will use 78% of its ESSER III funds to address the academic impact of lost instructional time by employing and utilizing our Teacher Aides/Paraprofessionals. Our teacher aides will continue to work in the classroom environment under the supervision of the classroom teacher. They will continue to support students by implementing a range of teaching and learning strategies. A few examples are listed below:

- Multi Tiered Systems of Support (MTSS)
- Tutoring
- Small Group/1 on 1 Academic Assistance/Instruction
- Co-Operative Learning
- Scaffolding
- Modelling
- Assisting in the implementation of Evidence Based Programs/Interventions such as Edmentum (Exact Path & Study Island), Istation, MobyMax, and others that are used throughout our district.

The additional personnel hired will also serve as "FAMILY LEADERS" during our social/emotional periods. They will become "mini" counselors during these periods as we break students down into really small groups and devote attention and time to their social and emotional well beings. They will play a pivotal role in helping us implement our social and emotional curriculums across all of our student populations.

ESSER III monies will also contribute to employing an additional certified teacher in our middle school to decrease class sizes for an improved student to teacher ratio. This will be funded with local monies in addition to ESSER III monies.

The district has also invested money outside of ESSER to help address the academic impact of lost instructional time by purchasing and/or providing the following:

- Additional and Updated Technology for each and every student
- New and Updated Curriculum Materials that are aligned to State Standards and Benchmarks
- Extended Day (Morning/Evening) Tutoring
- Credit Recovery Opportunities and Academic Assistance for High School Students

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD #471 Dexter Schools will spend the remaining 22% of ESSER III funds to support that a safe and healthy environment exists based on CDC recommendations. This will be done by continuing to employ an environmental team member. This environmental team member is responsible for the safety and cleanliness of our school buildings. The environmental team member is responsible for establishing our school districts cleaning and disinfecting plan following CDC and the US Environmental Protection Agency mandates and guidelines. This position will help ensure our school community is safe, just, and a healthy place for our students to learn. The position will help protect our schools from the spread of COVID-19 in addition to improving our school conditions so that our students, educators, and staff can thrive. This is an area that feedback from all of our subgroups indicated was vital and important in keeping our schools open for in person learning. The cost of the environmental team member is approximately \$34,146.50 for the 2022-2023 school year and \$34,146.50 for the 2023-2024 school year. This amount is 22% of the \$160,360.50 yearly allotted amount of ESSER III yearly monies and 22% of the two year total ESSER III allotment of \$320,721.00. As stated above 78% of ESSER III monies will be allocated to address the learning loss of students due to the pandemic.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The impact of ESSER III funding in USD #471 Dexter Schools will continue to be monitored through our district data analysis. We will continue to review our academic data to maximize student growth and to focus on closing our achievement gaps. Our district data analysis includes results from the following measures:

Fastbridge (Fall, Winter, and Spring)

Kansas State Assessment Results

Kansas Communities that Care Surveys (KCTC)

MAP (Measures of Academic Progress)

Istation

Local Classroom Teacher Assessments

Studies Weekly (SEL Option)-Elementary Social/Emotional Curriculum

The Core Project-JH/HS Social/Emotional Curriculum

We will follow our established procedures and all 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. We are confident the process will allow us to see student growth and a decrease in the achievement gaps that were brought on by the pandemic. As a result, we should also see improved course grades, a decrease in retention or a repeat of courses, and an increase in our district graduation rate.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$320,721	\$0	\$320,721	ESSER III Allocations	\$64,145
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$320,721	\$0	\$320,721	Amount Still Needed	\$64,145
In Review Total	\$320,721	\$0	\$320,721	In Review Total	\$252,427
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
471-3-0001	Direct	True	1000	120	12	\$156,187	Task Force Review
471-3-0002	Direct	True	1000	221	12	\$11,948	Task Force Review
471-3-0003	Direct	False	2600	120	15	\$63,440	Task Force Review
471-3-0004	Direct	False	2600	221	15	\$4,854	Task Force Review
471-3-0005	Direct	True	1000	110	12	\$78,302	Task Force Review
471-3-0006	Direct	True	1000	221	12	\$5,990	Task Force Review

Line Item Details

Line Item ID: 471-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Other Salaries

Account Number

20-1000-123

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We plan to pay 5 paras with this money.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$78,094

Budgeted Expenditures in SFY 2024 \$78,093

Total Expenditures \$156,187

Status

Task Force Review

Line Item Comment from KSDE

Additional information provided in narrative.

Line Item ID: 471-3-0002

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

Employers FICA

Account Number

20-1000-221

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

Employer's FICA for the 5 para salaries.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,974**Budgeted Expenditures in SFY 2024** \$5,974**Total Expenditures** \$11,948**Status**

Task Force Review

Line Item ID: 471-3-0003

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

Custodial Salaries

Account Number

20-2610-124

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Custodial Salaries. This person was hired additionally for extra cleaning and sanitizing.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$31,720**Budgeted Expenditures in SFY 2024** \$31,720**Total Expenditures** \$63,440**Status**

Task Force Review

Line Item ID: 471-3-0004

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

Employers FICA

Account Number

20-2610-221

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

221 - FICA - Employer's Contribution

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Employer's FICA for the custodian we hired for extra cleaning / sanitizing.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,427
Budgeted Expenditures in SFY 2024	\$2,427
Total Expenditures	<u>\$4,854</u>

Status

Task Force Review

Line Item ID: 471-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher Salaries

Account Number

20-1110-111

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

This covers part of the one additional teacher that was hired to help with learning loss for students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$39,151
Budgeted Expenditures in SFY 2024	\$39,151
Total Expenditures	<u>\$78,302</u>

Status

Task Force Review

Line Item ID: 471-3-0006

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

Employers FICA

Account Number

20-1110-221

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

Employer's FICA for the additional one teacher that we hired.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,995
Budgeted Expenditures in SFY 2024	\$2,995
Total Expenditures	<u>\$5,990</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0474

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>
Haviland	400 N. Topeka St, Haviland, KS 670590243	PO Box 243, Haviland, KS 670590243
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mary Jo Taylor	mtaylor@usd474.org	(620) 862-5256

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mary Jo Taylor	Superintendent	mtaylor@usd474.org	(620) 862-5256
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Katie-Lee Harrison		kharrison@usd474.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.usd474.org/320474_2

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 474 conducted a thorough facilities analysis. The district identified air quality systems as a top priority and will use its ESSER III funds to make improvements.

1. The common areas of the grade school building are served by a steam boiler heat system. The boiler heat provides minimal airflow and does not run consistently. The district will replace the boiler heat system with heating and cooling ductless air pumps which will be set to blow continually to improve airflow in accordance with CDC guidelines.
2. The classroom windows are original 1952 windows. They are drafty causing teachers to stuff cracks, which renders them practically unusable to bring fresh air into the classroom. The district will replace 66 classroom windows.

USD 474 will begin an after-school program using ESSER III funds. The after-school program will have a designated space, separate from any classrooms or common areas to maintain current classroom cleaning schedules in accordance with CDC guidelines.

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 community-wide electronic survey to determine their highest levels of need for pandemic-related instruction and support.

The following supports received the most interest from our students:

- STEM
- Electives such as art, sign language, robotics & coding
- Teacher Retention

Our ESSER plan considers these recommendations and incorporates the highest priority needs into the plan.

<https://docs.google.com/forms/d/1QCE8Eppalh2x5X4HyF4roBJYo2DwA6TxrF8gS0VVvo/viewanalytics>

Families

In developing our ESSER plan, we conducted a community-wide electronic survey to determine their highest levels of need for pandemic-related instruction and support. A second survey was conducted for parents during Parent/Teacher Conferences in the fall of 2021.

The following supports received the most interest from our families:

- Curriculums – Reading/Math/Science
- After-School Program
- Teacher Retention & Teacher Training

Our ESSER plan considers these recommendations and incorporates the highest priority needs into the plan.

<https://docs.google.com/forms/d/1QCE8Eppalh2x5X4HyF4roBJYo2DwA6TxrF8gS0VVvo/viewanalytics>

School and District Administrators including Special Education Administration

In developing our ESSER plan, we conducted a community-wide electronic survey to determine their highest levels of need for pandemic-related instruction and support. We also held several meetings with school and district administration.

The following supports received the most interest from administrators:

- Curriculums – Reading/Science/Social Studies
- Teacher Retention & Teacher Training
- Facilities Renovation to improve air quality

Our ESSER plan considers these recommendations and incorporates the highest priority needs into the plan.

<https://docs.google.com/forms/d/1QCE8Eppalh2x5X4HyF4roBJYo2DwA6TxrF8gS0VVvo/viewanalytics>

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

In developing our ESSER plan, we conducted a community-wide electronic survey to determine their highest levels of need for pandemic-related instruction and support.

The following supports received the most interest from teachers and staff:

- Curriculums – Reading/Science
- STEM
- Teacher Retention & Teacher Training

Our ESSER plan considers these recommendations and incorporates the highest priority needs into the plan.

<https://docs.google.com/forms/d/1QCE8Eppalh2x5X4HyF4roBJYo2DwA6TxrF8gS0VVvo/viewanalytics>

Tribes

We do not have any students enrolled at our school who have identified as Native American. Based on the Tribal Leaders Directory, USD 474 does not have any federally- or state-recognized tribes within our boundaries. No participants in the survey self-identified as being of or related to a tribe.

<https://docs.google.com/forms/d/1QCE8Eppalh2x5X4HyF4roBJYo2DwA6TxrF8gS0VVvo/viewanalytics>

Civil Rights Organization including Disability Rights Organizations

No participants in the community-wide survey self-identified as being part of or related to a civil rights organization.

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

- Kansas Action for People
- Kansas ACLU
- https://docs.google.com/forms/d/e/1FAIpQLSdKLUUp78Rx22T8csjgdEGSRDZYVuLPvkuhvx6Vc1N_5rhKEg/viewform?usp=sf_link

While we did not receive survey responses from either organization, we have still implemented the following supports which we believe will benefit all populations of our students:

- Curriculum – Reading/Science/Social Studies
- After-School Program
- Facility Renovations to Improve Air Quality

<https://docs.google.com/forms/d/1QCE8Eppalh2x5X4HyF4roBJYo2DwA6TxrF8gS0VVvo/viewanalytics>

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

In developing our ESSER plan, we conducted a community-wide electronic survey to determine their highest levels of need for pandemic-related instruction and support.

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 individual conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

Foster Care

- Core Curriculums – Science
- STEM
- Teacher Retention and Teacher Training

English Learners

- Core Curriculums – Science
- STEM
- Teacher Retention and Teacher Training

Students with Disabilities

- Core Curriculums – Reading/Science
- After-School Program
- Facility Renovations to Improve Air Quality

You will see that these suggestions are reflective in the plan we developed. Specifically, we have researched and selected new curriculum to target science, STEM, and reading.

We chose MyPerspectives program for JH ELA because it closely follows the science of reading and provides direct instruction on phonological awareness, phonics, vocabulary, grammar, writing, and fluency. My Perspectives will provide our teachers with ESOL materials and adaptations to help support English learners in ELA. This comes by providing them visual representations, vocabulary development strategies, and ways to best comprehend the material in front of them. These strategies are not only beneficial and crucial for ESL students to make progress but also for students who come from diverse

backgrounds and students with disabilities. They provide the tools the teacher needs to create equity in the classroom. These methods incorporate the individual student's background knowledge into the lesson and build on that background on it to make successful connections to help the students to comprehend the material on a deeper level. This is crucial for English learners, foster students, and students with disabilities. The digital resources in the curriculum include initial skills assessment, standards mastery reports, and real-time student data to inform instruction and better facilitate the recovery from learning loss. Online digital resources will allow students with disabilities and English learners to follow along through interactive e-text and audio support. We feel the online support will help prevent further learning loss due to Covid-19. The curriculum also targets critical literacy skills, an area in which our data indicates significant learning loss. We feel the extra literacy support for our at-risk/underserved students, English learners, and students with disabilities will enhance the recovery from learning loss due to Covid-19.

We chose ElevateScience program for JH sciences for several reasons, first because it is problem-based and STEM integrated for which stakeholders representing subgroups have expressed importance. This curriculum uses students' prior knowledge and experiences to help them best relate to the curriculum. It creates meaningful learning experiences through hands-on experiments and visual representations. The curriculum offers teachers differentiated instruction strategies for each topic and accommodations to help support students with unique learning needs such as students with disabilities, low socioeconomic backgrounds, and ESOL students. We believe these resources will be instrumental to help our students with disabilities and at-risk/underserved students recover more quickly from learning loss due to Covid-19. The digital resources in the curriculum include initial skills assessment, standards mastery reports, and real-time student data to inform instruction and better facilitate the recovery from learning loss. Online digital resources will allow students with disabilities and English learners to follow along through interactive e-text and audio support. We feel the online support will help prevent further learning loss due to Covid-19. The curriculum also targets critical literacy skills, an area in which our data indicates significant learning loss. We feel the extra literacy support for our at-risk/underserved students, English learners, and students with disabilities will enhance the recovery from learning loss due to Covid-19.

We chose MyWorld program for JH social studies for its integrated ELA instruction which aligns with the MyPerspectives curriculum to reinforce language skills, develop vocabulary, and reinforce ELA/literacy standards. We feel the extra literacy support for our at-risk/underserved students, English learners, and students with disabilities will improve the recovery process from learning loss due to Covid-19. The curriculum includes multiple supports for teachers to help them meet the individual needs of their students through differentiated learning methods and scaffolded instruction. The digital resources in the curriculum include initial skills assessment, standards mastery reports, and real-time student data to inform instruction. Online digital resources will allow students with disabilities and English learners to follow along through interactive e-text and audio support. We feel the online support will help prevent further learning loss due to Covid-19.

<https://docs.google.com/forms/d/1QCE8Eppalh2x5X4HyF4roBJYo2DwA6TxyrF8gS0VVvo/viewanalytics>

Provide the public the opportunity to provide input and take such input into account

In developing our ESSER plan, we conducted a community-wide electronic survey to determine their highest levels of need for pandemic-related instruction and support. A public informational meeting on the use of federal funds was held on April 11, 2022

The following supports received the most interest from members of the community:

- Curriculums – Science/Social Studies/Electives
- Teacher Retention
- Facilities Renovations to improve air quality

Our ESSER plan considers these recommendations and incorporates the highest priority needs into the plan.

<https://docs.google.com/forms/d/1QCE8Eppalh2x5X4HyF4roBJYo2DwA6TxyrF8gS0VVvo/viewanalytics>

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 led to lengthy student and staff absences due to quarantine, significant learning loss especially for at-risk students, large financial impact, and a substantial drop in enrollment and staff turnover.

COVID-19 caused a significant financial impact to upgrade technology to allow for remote learning. In addition, the district contracted with a local internet provider to provide internet to several "at-risk" students to allow for remote learning. In the 2020-2021 school year 30% of our staff missed a significant number of school days due to quarantine as well as a large number of students. In the 2021-2022 school year, 36% of district students have missed 10% of the school days to date due to quarantine. The majority of quarantined students are "at-risk".

Test scores at the younger grade levels demonstrate substantial learning loss due to COVID-19. From winter 2019 to fall 2020, 82% of K-2 students declined in test scores, and students who scored "at-risk" increased by 400%.

Following the end of the 2019-2020 school year, enrollment dropped by 26% with half of those students choosing to stay home and continue their education via homeschool. USD 474 also experienced an unprecedented staff turnover of 39% for the 2021-2022 school year, including several highly qualified teachers.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Using both the data we collected from our stakeholder engagement process and a review of our student performance data, we have identified the following evidence-based practices to implement that utilize a minimum of 20% of our ESSER III funds:

1. Implementing an after-school program for academic needs and individual tutoring opportunities. The after-school program director will be a certified teacher. The program will partner with the local college, Barclay College, to provide tutoring opportunities to students. The after-school program will take place in a space designated solely for the program in order to allow rigorous cleaning to take place during the school day to prevent the spread of germs. The after-school program will be open for enrollment each semester with drop-ins available as needed.
2. Implement inquiry-based curriculums for junior high English language, science, and social studies. Data suggest that junior high students have been significantly impacted by Covid-19 and academic assessments specifically in ELA, science, and social studies demonstrate significant learning loss for students in these subjects. There is strong evidence to suggest that inquiry/problem-based learning improves test scores. The new curriculums are digitally compatible to allow quarantined students to follow along seamlessly from a distance. Please see the explanation in the above narrative on the impact the new curriculum choices will have for the most impacted subgroups.
3. We will also implement a rigorous project-based learning class for junior high students. We will purchase STEM and project based learning kits to provide hands on learning activities to combat learning loss due to COVID and online learning. Please see the explanation in the above narrative on the impact the new curriculum choices will have for the most impacted subgroups.

The following highlights each of these strategies including an explanation of each strategy and a link to the research/evidence that supports this strategy:

Inquiry/Problem-Based Learning - Evidence suggests inquiry and problem-based learning improves test scores. Children learn better when they are actively engaged and participate with the material. We plan to implement a problem-based, STEM integrated curriculum for junior high science - elevateScience. We plan to implement a problem-based curriculum for junior high social studies - myWorld. <https://www.nber.org/papers/w26280> (Strong Evidence)

myPerspectives - Promising evidence suggests that students using myPerspectives achieve statistically significant gains in Reading Comprehension and Language Use achievement on the MAP from pre- to post-testing. We plan to implement myPerspectives for junior high English Language Arts.

https://assets.savvas.com/asset_mgr/current/202038/myPerspectives_Savvas_Research_Overview.pdf (Promising Evidence)

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 474 will use its remaining ESSER funds to improve air quality. USD 474 engaged Community Building Solutions to provide a thorough analysis of district facilities in the wake of the Covid-19 pandemic. Priorities identified and included in the air quality renovation project are the replacement of classroom windows and the replacement of the existing boiler heat system.

Classroom windows are antiquated, original windows. The windows are drafty and teachers have stuffed cracks which inhibits the use of open windows for fresh air. New windows will allow better control over the classroom climate and allow the use of open windows to improve ventilation and the circulation of fresh air.

Split furnaces and d/x cooling units serve grade school classrooms. A combination of the furnace, steam boiler, gas units, and radiant heat serve the common areas in the grade school. USD 474 will replace the existing boiler system with wall-mounted ductless heat pumps to improve airflow and circulation in the building.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 474 will monitor the impact of the interventions it implements through repeated assessments and ongoing review of that data. Academic needs will be reviewed through the use of Aimsweb (Fall, Winter, and Spring), MAP testing, and the scores on the annual Kansas Assessment.

Social, Emotional, and Mental Health needs will be reviewed through the Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE) taken in the Fall, Winter, and Spring. 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 increases in our graduation rate.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$203,005	\$0	\$203,005	ESSER III Allocations	\$40,601
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$203,005	\$0	\$203,005	Amount Still Needed	\$40,601
In Review Total	\$203,005	\$0	\$203,005	In Review Total	\$40,601
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
474-3-0001	Direct	True	1000	120	12	\$12,800	Task Force Review
474-3-0002	Direct	True	1000	220	12	\$966	Task Force Review
474-3-0003	Direct	True	2600	120	12	\$4,696	Task Force Review
474-3-0004	Direct	True	2600	680	12	\$2,500	Task Force Review
474-3-0005	Direct	True	1000	610	12	\$3,812	Task Force Review
474-3-0006	Direct	True	1000	610	12	\$6,929	Task Force Review
474-3-0007	Direct	True	1000	610	12	\$7,063	Task Force Review
474-3-0008	Direct	True	1000	680	12	\$1,500	Task Force Review
474-3-0009	Direct	True	1000	680	12	\$335	Task Force Review
474-3-0010	Direct	False	2600	460	14	\$91,797	Task Force Review
474-3-0011	Direct	False	2600	460	14	\$70,607	Task Force Review

Line Item Details

Line Item ID: 474-3-0001

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

General

Account Number

6

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 474 will start an after-school program to meet academic needs and provide individual tutoring opportunities. Standardized testing and our community survey have demonstrated a need for additional academic enrichment beyond the school day. The program will be run by a program director and an after-school instructor. The after-school program will be available to students in grades K-8 and will be open for enrollment each semester with drop-ins available as needed. The program will include individual tutoring time, homework help, structured STEAM activity, a healthy snack, and free play. The after-school program will take place in a space designated solely for the program to allow rigorous cleaning during the school day to prevent the spread of COVID-19. The after-school program will provide necessary academic enrichment and provide evidence-based best practices to combat the learning loss from COVID and online learning. Funds will be used in 2023 and 2024 to pay the certified staff salaries.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,400
Budgeted Expenditures in SFY 2024	\$6,400
Total Expenditures	<u>\$12,800</u>

Status

Task Force Review

Line Item ID: 474-3-0002

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

General

Account Number

6

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

USD 474 will start an after school program to meet academic needs and provide individual tutoring opportunities. Funds will be used to pay certified taxes. The after-school program will provide necessary academic enrichment and provide evidence-based best practices to combat the learning loss from COVID and online learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$483
Budgeted Expenditures in SFY 2024	\$483
Total Expenditures	\$966

Status

Task Force Review

Line Item ID: 474-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

General

Account Number

6

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 474 will start an after school program to meet academic needs and provide individual tutoring opportunities. The after-school program will provide necessary academic enrichment and provide evidence-based best practices to combat the learning loss from COVID and online learning. Funds will be used to pay classified staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,348
Budgeted Expenditures in SFY 2024	\$2,348
Total Expenditures	\$4,696

Status

Task Force Review

Line Item ID: 474-3-0004

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

General

Account Number

6

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

680 - Miscellaneous Supplies

Allowable Use

12 - 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 474 will start an after school program to meet academic needs and provide individual tutoring opportunities. The after-school program will provide necessary academic enrichment and evidence-based best practices to combat the learning loss from COVID and online learning. Funds will be used to purchase supplies and materials for structured STEAM activities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,500</u>

Status

Task Force Review

Line Item ID: 474-3-0005

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

Textbooks

Account Number

56

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

COVID-19, remote learning, and the inability to retain highly qualified teachers due to Covid-19 have had a significant impact on junior high disciplines. We have researched and adopted a new Junior High Science curriculum to provide horizontal & vertical alignment, and evidence-based best practices to combat the learning loss from COVID-19. In the 2022-23 school year, we would like to purchase Elevate Science for sixth, seventh, and eighth grade Science.

Following COVID, Science assessments demonstrated that 50% of junior high students were not meeting grade-level benchmarks in the winter of 2021. Science assessments in the winter of 2022, revealed that none of the graduating eighth graders (who would have been sixth-graders at the start of the pandemic) met grade-level benchmarks for science.

Prior to COVID, our junior high Science program was teacher-made and taught by a highly qualified educator with 37 years of experience and a Ph.D. in Science Education. Due to COVID-19, our science teacher retired at the end of the 2020-2021 school year. We were able to hire a teacher with limited experience though not in science. Without a systematic curriculum, recovery from learning loss has been slow and challenging.

The Elevate Science curriculum also provides the digital resources needed to best support students who experience remote learning due to quarantining for COVID-19. These resources allow students to participate and follow along easily from home. This will prevent further learning loss and gives our teachers and students the tools to be successful during these unique learning situations.

Elevate Science is designed for differentiated instruction that incorporates STEM activities which are on KSDE's approved list of evidence-based best practices. It is a problem-based curriculum and targets critical literacy skills in every topic at every level to provide further support for our junior high students. We believe implementing the current, comprehensive curriculum, Elevate Science, will provide the systematic instruction our students need to catch up faster from COVID learning loss and will provide a more comprehensive alignment throughout all disciplines from grade to grade.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,812
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,812</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

Textbooks

Account Number

56

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

COVID-19, remote learning, and the inability to retain highly qualified teachers due to Covid-19 have had a significant impact on junior high disciplines. We have researched and adopted a new Junior High English Language curriculum to provide horizontal & vertical alignment and evidence-based best practices to combat the learning loss from COVID-19. In the 2022-23 school year, we would like to purchase My Perspectives for sixth, seventh, and eighth grade ELA.

Following COVID, Reading MAP assessments demonstrated that 44% of students who were at grade level in the fall of 2019 tested below grade level in the fall of 2020. 41% of junior high students did not meet grade-level benchmarks in the winter of 2021. Reading assessments in the winter of 2022, revealed that none of the graduating eighth graders (who would have been sixth-graders at the start of the pandemic) met grade-level benchmarks for reading.

Prior to COVID, our junior high English language program was teacher-made and taught by a highly qualified educator with 40 years of experience. After a year of teaching remotely due to COVID-19, our ELA teacher retired early at the end of the 2020-2021 school year. We were unable to find a suitable candidate to replace her but fortunately, we were able to fill the position with an interim teacher on loan from the local college for the 2021-22 school year. Though she had not taught English Language before, she was an enterprising person with lots of experience and was able to "MacGyver" the ELA program using her own resources. For the 2022-23 school year, we have hired a first-year teacher to fill the junior high ELA position. Without a systematic curriculum, recovery from learning loss has been slow and challenging. Not only will it be challenging for a first-year teacher but without the support of an evidence-based curriculum, there will not be vertical or horizontal alignment to the state standards that will best help them be prepared for post-secondary careers.

The My Perspectives curriculum also provides the digital resources needed to best support students who experience remote learning due to quarantining for COVID-19. These resources allow students to participate and follow along easily from home. This will prevent further learning loss and gives our teachers and students the tools to be successful during these unique learning situations.

MyPerspectives is one of KSDE's approved evidence-based best practices. It is a standards-aligned next-generation program designed for differentiated instruction. We believe implementing the current, comprehensive curriculum MyPerspectives will provide the systematic instruction our students need to catch up faster from COVID learning loss and will provide a more comprehensive alignment from grade to grade.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,929
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,929</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

Textbooks

Account Number

56

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

COVID-19, remote learning, and the inability to retain highly qualified teachers due to Covid-19 have had a significant impact on all junior high disciplines. We have researched and adopted a new Junior High Social Studies curriculum to provide horizontal & vertical alignment and evidence-based best practices to combat the learning loss from COVID-19. In the 2022-23 school year, we would like to purchase My World Interactive curriculums for sixth, seventh, and eighth grade Social Studies.

Prior to COVID, our junior high students struggled in social studies. State assessments showed our junior high students scoring below the state average in social studies with 77% of students performing at a Level 2 or less. When surveyed, 95% of parent participants and 88% of junior high students indicated it was important that USD 474 invest in a high-caliber Social Studies curriculum.

Prior to COVID, our junior high social studies program was teacher made and taught by a highly qualified educator with 17 years of experience. Due to COVID-19, our JH social studies teacher chose not to renew his contract at the end of the 2020-2021 school year. We were unable to find a suitable candidate to replace him but fortunately, we were able to fill the position with an interim teacher on loan from the local college for the 2021-22 school year. Though she had not taught Social Studies before, she was an enterprising person with lots of experience and was able to "MacGyver" the Social Studies program using her own resources. For the 2022-23 school year, we have hired a first-year teacher to fill the junior high Social Studies position. Without a systemic curriculum, recovery from learning loss has been slow and challenging.

The My World Interactive curriculum also provides the digital resources needed to best support students who experience remote learning due to quarantining for COVID-19. These resources allow students to participate and follow along easily from home. This will prevent further learning loss and gives our teachers and students the tools to be successful during these unique learning situations.

My World Interactive is a project-based curriculum designed for differentiated instruction, which are on KSDE's approved list of evidence-based best practices. It also targets critical literacy skills in every topic at every level, which will provide continued reinforcement for our junior high students. We believe implementing the current, comprehensive curriculum, My World Interactive, will provide the systematic instruction our students need to catch up from COVID learning loss and will provide a more comprehensive alignment throughout all disciplines from grade to grade. We believe this resource will improve our social studies test scores on the state assessments so that our students have the best chance at being college and career ready and successful in post-secondary.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,063
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,063</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

General

Account Number

6

Function Code

1000 - Instruction

Object Code

680 - Miscellaneous Supplies

Allowable Use

12 - 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 474 will purchase STEM and project-based learning kits and lab materials for Junior High and 4th and 5th-grade classes. These materials will allow us to implement the projects in the Elevate Science curriculum we have requested to purchase in a previous line item. STEM and project-based learning will provide academic enrichment to these classrooms and are evidence-based best practices on KSDE's approved list. These resources are a vital component of the changes we are making to combat the learning loss from COVID in our junior high science program.

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 ID: 474-3-0009

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

General

Account Number

6

Function Code

1000 - Instruction

Object Code

680 - Miscellaneous Supplies

Allowable Use

12 - 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 474 will purchase corresponding novels to supplement the MyPerspectives language arts curriculum for Junior High English Language Arts (explained in a previous line item). The My Perspectives curriculum is on the KSDE approved list of evidence-based best practices and the corresponding novels are a vital component of the changes we are making to combat the learning loss from COVID in our Junior High English Language program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$335
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$335</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

Capital Outlay

Account Number

16

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

460 - Repair of Buildings

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 474 will replace 66 classroom windows in the Grade School building to improve airflow and reduce virus transmission. Classroom windows are antiquated, original windows. The windows are drafty and teachers have stuffed cracks which inhibits the use of open windows for fresh air. New windows will allow better control over the classroom climate and allow the use of open windows to improve ventilation and the circulation of fresh air to prevent the spread of COVID-19. Total amount due to Pratt Glass for classroom windows is \$91,797.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$91,797

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$91,797

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Capital Outlay

Account Number

16

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

460 - Repair of Buildings

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Split furnaces and d/x cooling units serve grade school classrooms. After evaluating options and cost analysis provided by CBS, USD 474 will replace the boiler heat system with ductless heat pumps in the grade school building to improve airflow and reduce virus transmission. A combination of the furnace, steam boiler, gas units, and radiant heat serve the common areas in the grade school. USD 474 will replace the existing boiler system with wall-mounted ductless heat pumps to improve airflow and circulation in the building to prevent the spread of Covid-19. Total amount due to InteGreen Services will be \$78,562.00

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$70,607
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$70,607</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

ESSER III APPLICATION FOR D0475

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>
Geary County Schools	123 N. Eisenhower, Junction City, KS 664410370	P.O. Box 370, Junction City, KS 664410370
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Reginald Eggleston	reginaldeggleston@usd475.org	(785) 717-4000

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Marilee Fredricks	Chief Financial Officer	marileefredricks@usd475.org	(785) 717-4050
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Reginald Eggleston	reginaldeggleston@usd475.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Ardena Carlyon	ardenacarlyon@usd475.org		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<http://www.usd475.org/2021/07/16/2021-2022-covid-19-mitigation>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

A) Geary County Schools offers voluntary use of masks for students in all school building.

The USD 475 Board of Education will review the Way Forward document in future board meetings as needed. Any changes to health and safety policy will be outlined in that document and updated on the District Plan.

(B) Geary County Schools will provide for health care providers in each student attendance center (Pay the salaries of nurses and the four (4) nurse aids) to support any COVID breakouts and testing.

(C) Handwashing and respiratory etiquette.

Geary County Schools, at the guidance of the CDC, knows that cleaning and hand hygiene are important to slow down the spread of COVID-19. The district will continue to clean and disinfect schools and requests frequent hand washing and hand sanitizing among students and staff. The buildings will continue to purchase masks and sanitizer supplies for students and staff as needed.

(D) Cleaning and maintaining healthy facilities, including improving ventilation.

Geary County Schools plans to maintain healthy facilities by continuing cleaning efforts made by janitorial staff to slow the spread of COVID-19. We will maintain our COVID-19 ventilation mitigation initiative.

(H) Appropriate accommodations for children with disabilities with respect to health and safety policies.

(I) Coordination with State and local health officials.

Geary County Schools plans to follow the CDC guidelines for K-12 schools as needed. The district works with local health officials, when the needs arise, to test and quarantine students, teachers and staff members who are exposed to COVID-19.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Held meetings with parents: The district has conducted several meetings with community leaders, health professionals, parents, teachers, administrators, staff and military partners (stakeholders act every level). During each meeting we share updates concerning our procedures and safety measures. Additionally, we share data on the number of positive cases and students/employees quarantined. This year we met with stakeholders to discuss our plans for the 2021-2023 school years. . Each quarter we will meet with stakeholders to provide academic and safety and health updates. As we go through the update process we will utilize suggestions and recommendations made by participants. We have built a diverse cohort of participants who represent every constituency group in our community.

Additional Response: The district met with students and discussed academic supports needed to be successful. The students communicated that they needed more support with tutoring and would be interested in summer school if the district could make it fun and interesting. The students also stated they would like to build robots and cars, something fun that includes learning.

Families

Response: Eighteen of our attendance centers have both a Site Council and a Parent Group. The titles of the parent groups vary among the buildings. Principals of these attendance centers have shared the USD 475 Strategic Plan with the parent groups and solicited their feedback regarding the needs of the buildings in regards to available resources. Through these meetings and conversations it has been noted that most of the parents concerns are in the areas of:

- Class Sizes- Parents are concerned with the number of students in the classrooms both at the elementary and secondary level. They requested that resources be spent to reduce the overall size of classrooms and or provide more assistance in the actual classrooms.

- Social and Emotional Support – Parents have requested their students have access to mental health workers in terms of counselors, social workers and therapist whereby they do not have to pay for these services outside of the school setting.

- Discipline of Students – Parents are concerned with the overall discipline of students within the building and want consequences for students who disrupt the learning of others. Discussions were held regarding more student support and hall monitors at all levels as well as professional development for teachers in how to respond to behavior challenges.

- Parent Education- Parents request the district utilize funds to provide more resources for parents in terms of speakers and educational learning opportunities.

Additional Response: The district conducted several (4) community meetings where the the agenda focused on the purpose and use of ESSER Funding. The district shared district data related to academics, attendance, and discipline. Concerns shared focused on building safety and social emotional opportunities. Families were also surveyed regarding their student needs. A State of Education parent and community meeting was held to share the current status of the district and to solicit feedback.

School and District Administrators including Special Education Administration

Response: Our administrative team which includes all district level administrators, building level administrators and special education administration meet monthly to discuss the needs of our student and staff within the district. Full administrative meetings are held monthly and an additional elementary and separate secondary meeting are also held monthly. At each of these meetings we discuss the district academic goal, social and emotional goal, parent engagement goal and recruiting and retention goal

and discuss what resources are needed for the success of each goal and action steps as identified with the strategic plan. In these meetings, administrators analyze the relevant data to determine the needs of the students. From this analysis, the administration has determined the following needs:

- A comprehensive math curriculum that aligns with state standards for all Tier 1 students.
- A comprehensive math curriculum that provides specific supports for Tier 2 and 3 students embedded within a common curriculum across the grades.
- Professional Development for all staff in the area of mathematics both specifically correlated to the curriculum and for additional support.
- A review and implementation of a social studies and science curriculum that aligns with state standards and assessment outcomes.
- A PK-12 Social and Emotional Curriculum with built in professional development necessary for implementation.
- Social and Emotional support for students in the area of counselors, therapists, social workers.
- Multiple Summer School programs designed to assist with the academic gaps and social needs of students created by inconsistent enrollment and attendance.
- Building level academic tutors to address academic gaps in students during the school day.
- Academic tutoring sessions beyond the students day to address both academic and behavior needs of students.
- Professional Development for teachers in the area of meeting the needs of the students Post Pandemic.
- Credit Recovery opportunities for students not on track to graduate.
- Development of an expanded alternative school setting for students unable to function within the structures of the regular school for academics.
- Academic Coaches for teachers needing more support to meet student needs.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Response: Principals engaged their school staff to include both certified and classified to discuss needs assessments of each building and how resources should be allocated. Staff who are members of the Junction City Educational Association (Union) were part of these monthly conversations. From the needs assessment and conversations, school staff identified these areas:

-Increased Compensations for certified and classified staff.

-Behavior support and professional development for school staff to meet the needs of the post pandemic learner.

-Additional staff to help support student needs terms of teachers, classroom support and behavior personnel.

Additional Response: The district offered Superintendent Listening tours. The tours were conducted twice in each of the eighteen attendance centers during fiscal year 2022. The district solicited feedback from teachers as to their perceptions of district needs in regards to ESSER funds. The conversations focused on incentive pay for teacher attendance and the incentive pay for Teacher recruiting and retention. The academic needs of student were also discussed and how the available funds could be utilized to remediate the gaps caused by COVID related concerns. The district also surveyed teachers regarding their professional development needs and summer school.

Tribes

USD 475 does not have any identified Tribes. Within the district student population there are individuals that identify as Native American as their primary ethnicity.

Initially, the parents were part of the general invite the district communicated to all parents. Since then, the district changed the approach and the district invited parents/guardians to a meeting. During the various meetings with parents, the district discussed the purpose and use of ESSER Funds. Topics that came out of the meetings are below:

TA 1. How can schools encourage students to take advantage of the opportunities provided for students such as Saturday school, summer school, after school tutoring?

- Communication-emphasize the "why". Personalized and target- communicate in a way to engage and that is effective.
- Change perception of Saturday school- need to make it positive perception.
- Engaging activities/ teaching model- PBL (project -based learning.) Or inquiring- based.
- Partner with organizations and community care providers to meet students outside (take learning to students) Boys and Girls, YMCA, SAS, CYS, Libraries
- Vocational/ college opportunities. The involvement can make an impact; need to understand (concurrent enrollment) they "why" of importance. Ex: ACT, Summer school, etc.)
- Family and Parent guidance is crucial.
- What doors open with extensive or additional opportunities. Ex: Doors open with ACT and college classes. Offer more than base- classes maybe apprentices?
- Use of social media to effectively communicate between families and district Ex: (district community Facebook)
- S.S. & AS tutoring and Summer- needs to be rebranded and needs to be shared appropriately to all shareholders.
- Make sure all staff are knowledgeable about all programs and proactive about offering them.

TA 2. How does the district adequately inform parents of the necessity, opportunities, and importance of the ACT composite scores for all students?

- Share the data in a personal way.
- Information to tie in scholarships and opportunities
- Is the ACT necessary for all students? Experience/ exposure for high stakes situations and emphasis on test-taking strategies.

* Incentive for coming to ACT prep for students. "Feed them they will come."

*Provide workshops to families while students have an Act Prep.

TA 3. What community resources may exist to help students with these transitions?

- Summer transition program -put on by MS- KSU to partner with activities.
- Summer Camp program (transitioning)
- Community Fair- Summer sign up fair agencies set up a tent, to sign up for summer activities.
- JCPD Back to school Bash (we could partner)?
- Adopt a company- Ft. Riley partnership
- Ft. Riley ASPN program through CYS-tutoring
- Ft. Riley Liaison- promote more to her
- Boy's & Girl's Program

- Title 1 schools+ 21st Century
- Dorothy Public Library- online resources over 350 services to help with the community.
- 8th-9th grade "Bridge Program" transition -Success 101
- YMCA
- Use the 4H Sr. Citizen Bld.
- Parents as teachers
- Head start or something like it
- Families invited to the transition meetings with their students.

TA 4. How can the community help support the Center Pathways and trade programs at our schools and extend opportunities for trades and careers not in our community?

- Community engagement- Community partners with students in trade programs. Ex: Contractor assigned four students to discuss real life work in particular industry.
- Job shadowing opportunities (internships)- Futures 2000 (Careers at MS)
- If kids can't go out-can people come to the building
- Zoom expo
- Provide partnerships presentations in the evenings too.
- Authentic opportunities tied to our community
- More promotion OF Military
- Don't limit presenters to clusters
- Cross-curricula activities/ opportunities

TA 5. What does a rich rigorous secondary experience look like?

- Opportunities for everyone
- Find ways to connect students to the (real world)
- Expanding opportunities for trade experiences
- Connecting & exposing students to different trades and careers.
- Find ways to build on their strengths
- Classes applicable to trade paths
- Properly scaffold to more challenging opportunities.
- Prepared for the real world.
- Get students completely invested
- Real world experiences-relevant having soft skills.
- Tailored to IPS (Individual Plans of Study)
- Post-secondary preparedness
- Wide variety of extracurriculars and academies.
- Service opportunities- Connections to community and how to be a good citizen.
- Multi-faceted support (tier 2+3)
- Exposure & opportunities to learn and know about the pathways and options.
- Beyond the Class.
- Internships, job shadowing
- Community service hours-real world learning experiences.
- CTE experience, pushing more opportunities, once complete with pathways. Help finding better connections for after work experience.

TA 6. What information do you expect to receive from schools about your student's academic performance and learning?

- Early and frequent intervention communication
- Not getting updates; Sporadic updates
- Syllabus/ Calendars/ contact information was missing and sporadic.
- Communicate the child's tiers, "what does it mean" to parents & amount of support.
- Flexible P/T conferences
- Structure of and purpose of P/T conferences, continue them in Zoom.
- Not just information of failure but with success.
- Need to get updates before the Midterms- before the problems show up.
- Grades- pushed out to parents- not that they must seek them out- What concepts are being taught (grades tied to concepts/ standards)
- More than now -not being able to understand the grading system.
- The onus is on the Parents, it should be the teacher because they need to update, and they know where the students are "going."

- Appreciated being able to meet with advisory teacher VS. standing in line to visit with each teacher.

- Social skills- friends

TA 7. The district is conducting structure observations to create consistency with classrooms. Discuss how consistency would help families?

- Homework

- Common language/ Vocabulary with all buildings. Ex: (CHAMPS & AGY Pride)

- Chain of command- Communication flow charts at all buildings.

- Communication- Open communication

- Structures in place with consistent classroom expectations.

- Quality education by design not chance

- Consistency in reporting information to parents- What does Consistency mean? Ex: Instruction, communication with parents.

- Consistency can help with academics and behavior, keep Teachers, parents and students informed of program *Common expectations with elementary-Middle school-Highschool.

- Expectations of scope/ sequence of expectations would help families coming in and out of district.

- We can see if a student is falling behind, advocate for students (teacher, parent, student)

- Ap and advanced students to assist and enhance learning. (Bored behavior)

- Knowing what to expect is crucial.

- At risk students- Gifted students

- Also supports alignment and teachers

TA 8. What do you think and expect regarding homework?

- As a parent? Not interested in the homework and it can be agonizing.

- AS a teacher?

- Specific, Targeted, Meaningful not on the weekends or Holidays.

- Independent level of student

- Reinforcement-not just busy work, practice skills learned. Ex: how to research at home- they can practice research. Or math ex:

- Job practice- needs to be a skill that they will use in CCR job/ school.

- Needs to have a point-how to practice without it being "busy work", do students get it?

- Not just "finish what you didn't do" because student may not get it- how do they know? There needs to be a feedback loop for homework, not punishment if it "does not get done".

- Teaching life skills (organization/ deadlines/ responsibility)

- Keep parents and guardians connected to the schools

Civil Rights Organization including Disability Rights Organizations

Response: The superintendent and Board of Education members have met with the NAACP in regards to their opinions regarding the needs of the school district. In addition, representatives from these groups have been invited to attend the four Stakeholder groups we have held throughout the 2021-22 school year. From these meetings the following needs have been identified:

-Professional Development for staff in meeting the needs of the diverse learner.

-Additional academic and behavior supports of diverse groups.

-Specific recruitment efforts to secure diverse certified and classified staff.

Initially, they were part of the general invite we communicated to all parents. Since then, our approach has changed and we have specifically reached out to parents of students identified as being in a Tribe and have invited their parents/guardians to a meeting. During the various meetings with parents, we discussed the purpose and use of ESSER Funds. Topics that came out of the meetings are below:

Responses during academic discussion:

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

Response: Four Stakeholder meetings have been conducted throughout the 2021-22 school years for the purpose of reviewing the Strategic Plan and identifying needs for staff and

students and appropriately allocating resources. Representatives from all groups identified in the area were invited to these meetings. From these meetings, the following recommendations were made:

- Partner with local agencies to assist students.
- Provide more vocational opportunities for students within and outside of the CTE programming.
- Provide ACT preparation for students.
- Provide summer school programming.
- Provide tutoring during and outside of the school day and year.
- Create transitional programming between specific grades.
- Conduction Summer transitional opportunities.
- Partner with the Junction City Police Department for Back to School Nights
- Adopt Fort Riley partnership groups
- Expand the Boys and Girls Blub opportunities.
- Expand the Early Childhood Opportunities in the school district
- Provide job shadowing opportunities
- Work to increase parent involvement
- Expand working internships for students
- Conduct career fairs
- Specifically teach soft skills in school
- Provide parent education courses
- Provide Home Work Assistance
- Partner with churches
- Improve Communication platforms
- Plan more family fun nights
- Update social students and science curriculums
- Provide scholarships to students
- Assist with parent childcare issues
- Provide meals during after school events

Additional Response: The district conducted meetings with community groups. For example, the Superintendent shared the purpose of the ESSER Funds at an Optimist Club meeting. The meeting included a discussion on the use of the funds and the areas the district considered funding priorities. Questions were answered and the public provided feedback. Many of the comments made were concerns the attendees had heard from family members and friends.

Initially, they were part of the general invite we communicated to all parents. Since then, our approach has changed and we have specifically reached out to parents of students identified in each area identified in your question. We have invited parents/guardians to a meeting. During the various meetings with parents, we discussed the purpose and use of ESSER Funds. Topics that came out of the meetings are below:

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- Job shadowing opportunities (internships)- Futures 2000 (Careers at MS)
- If kids can't go out-can people come to the building
- Zoom expo
- Provide partnerships presentations in the evenings too.
- Authentic opportunities tied to our community
- More promotion of Military
- Don't limit presenters to clusters
- Cross-curricula activities/ opportunities

TA 5. What does a rich rigorous secondary experience look like?

- Opportunities for everyone
- Find ways to connect students to the (real world)
- Expanding opportunities for trade experiences
- Connecting & exposing students to different trades and careers.
- Find ways to build on their strengths
- Classes applicable to trade paths
- Properly scaffold to more challenging opportunities.
- Prepared for the real world.
- Get students completely invested
- Real world experiences-relevant having soft skills.
- Tailored to IPS (Individual Plans of Study)
- Post-secondary preparedness
- Wide variety of extracurriculars and academies.
- Service opportunities- Connections to community and how to be a good citizen.
- Multi-faceted support (tier 2+3)
- Exposure & opportunities to learn and know about the pathways and options.

- Beyond the Class.
- Internships, job shadowing
- Community service hours-real world learning experiences.
- CTE experience, pushing more opportunities, once complete with pathways. Help finding better connections for after work experience.

TA 6. What information do you expect to receive from schools about your student's academic performance and learning?

- Early and frequent intervention communication
- Not getting updates; Sporadic updates
- Syllabus/ Calendars/ contact information was missing and sporadic.
- Communicate the child's tiers, "what does it mean" to parents & amount of support.
- Flexible P/T conferences
- Structure of and purpose of P/T conferences, continue them in Zoom.
- Not just information of failure but with success.
- Need to get updates before the Midterms- before the problems show up.
- Grades- pushed out to parents- not that they must seek them out- What concepts are being taught (grades tied to concepts/ standards)
- More than now -not being able to understand the grading system.
- The onus is on the Parents, it should be the teacher because they need to update, and they know where the students are "going."
- Appreciated being able to meet with advisory teacher VS. standing in line to visit with each teacher.
- Social skills- friends

Provide the public the opportunity to provide input and take such input into account

The district has conducted several meetings with community leaders, health professionals, parents, teachers, administrators, staff and military partners (stakeholders at every level). During each meeting we share updates concerning our procedures and safety measures. Additionally, we share data on the number of positive cases and students/employees quarantined. This year we met with stakeholders to discuss our plans for the 2021-2023 school years. Each quarter we will meet with stakeholders to provide academic and safety and health updates. As we go through the update process we will utilize suggestions and recommendations made by participants. We have built a diverse cohort of participants who represent every constituency group in our community.

Additional Response: The district shared, through social media, information regarding multiple opportunities to provide input into the school district efforts. These opportunities included the Community Partner meetings as well as open forums during board of education meetings and retreats.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

1. Students at risk of grade level failure: Due significant loss of instructional time, from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students received a grade of "F" for the FY21 academic school year. As a practice USD 475 does not retain students; therefore, the district will need to ensure elementary students are on grade level each year.
2. Underperformance in ACT: Junction City High School (JCHS) Students are performing below the State's average.
Year JCHS Scores State
2018 20.4 21.6
2019 19.9 21.1
2020 19.1 20.4
3. Transitional Academic Loss: The district is experiencing academic gaps in the transitional grades.
4. Additional Support for 21-22 Graduates: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID 19.
5. District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3.
6. Attendance: Data indicates students in Tier 2 and Tier 3 are chronically absent. Students missed over 5% of the total school days. Current data demonstrates 29% of students are in the Tier 2 and 3 criteria.
7. Increased Parental Engagement: Due to COVID fear and restrictions, the district experienced a slide in parental engagement in the schools.
8. Remote Learners Returning to In-person Learning: Address social, emotional, and learning (SEL) needs of students lacking personal interactions with peers and school staff due to COVID.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

- Provide After School, Saturday School and Summer School programs for elementary students who have not mastered current year academic standards.
- The district will utilize current grades, student data (Power BI), state test scores and the MyIGDI's and FastBridge screeners to identify students and recommend and implement strategies tailored to the individual student or cohort.
- Extend the academic calendar to identify additional time for instruction for students experiencing achievement deficits due to COVID.
- Offer evening classes, weekend classes, night school options at the secondary level.
- Provide oversight and training for the districts assessment and MTSS processes.
- Provide two one-week ACT Bootcamps for students. Offer an ACT Preparation course as an elective for Sophomores, Juniors and Seniors.
- Provide summer student transition program (in addition to summer school).
- Professional development for administrators and teachers on SEL, literacy, math, science and social study materials purchased.
- Purchase and implement literacy, math, science and social studies adoptions that meet the academic needs of all students. Provide professional development for administrators and teachers on materials.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

- Replace student damaged technology.
- Purchase protective masks, hand sanitizer and other safety items.
- Hire part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, etc.
- Provide for a health care provider in each student attendance center (Pay the salaries of nurses and the four (4) nurse aids).

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

- Monthly district and school data meeting used to review data based on school district strategic plan.
- Provide Board of Education with updates on outcomes of district initiatives.
- Share board data with shareholder groups quarterly.
- Assign students based on data to afterschool tutoring, Saturday school, and summer school.
- Provide on-going professional development to teachers and administrators in the areas of 1) utilizing data and 2) using MTSS, and 3) Social emotional learning.
- Provide parent engagement activities to inform the parents of best practices used to access students academic needs.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$13,748,921	\$0	\$13,748,921	ESSER III Allocations	\$2,749,785
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$13,748,921	\$0	\$13,748,921	Amount Still Needed	\$2,749,785
In Review Total	\$10,859,086	\$0	\$10,859,086	In Review Total	\$3,500,362
Amount Left	\$2,889,835	\$0	\$2,889,835	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
475-3-0001	Direct	False	2610	438	15	\$774,959	Task Force Review
475-3-0003	Direct	False	2130	121	15	\$274,050	Task Force Review
475-3-0004	Direct	False	2130	220	15	\$20,980	Task Force Review
475-3-0005	Direct	False	2130	260	15	\$275	Task Force Review
475-3-0006	Direct	False	2130	210	15	\$18,600	Task Force Review
475-3-0007	Direct	False	2210	111	12	\$610,000	Task Force Review
475-3-0008	Direct	False	2210	220	12	\$46,665	Task Force Review
475-3-0009	Direct	False	2210	260	12	\$610	Task Force Review
475-3-0010	Direct	False	2210	210	12	\$38,800	Task Force Review
475-3-0011	Direct	True	1000	610	12	\$640,000	Task Force Review
475-3-0012	Direct	False	2213	126	12	\$60,000	Task Force Review
475-3-0013	Direct	False	2213	220	12	\$4,590	Task Force Review
475-3-0014	Direct	False	2213	260	12	\$60	Task Force Review
475-3-0015	Direct	True	1000	610	12	\$1,100,000	Task Force Review
475-3-0017	Direct	False	2213	126	12	\$4,000	Task Force Review
475-3-0018	Direct	False	2213	220	12	\$306	Task Force Review
475-3-0019	Direct	False	2213	260	12	\$4	Task Force Review
475-3-0020	Direct	True	1000	610	12	\$50,000	Task Force Review
475-3-0021	Direct	True	1000	610	12	\$63,000	Task Force Review
475-3-0022	Direct	False	2213	330	12	\$56,000	Task Force Review
475-3-0023	Direct	False	2213	582	12	\$44,000	Task Force Review
475-3-0024	Direct	False	2213	126	12	\$20,000	Task Force Review
475-3-0025	Direct	False	2213	220	12	\$1,530	Task Force Review
475-3-0026	Direct	False	2213	260	12	\$20	Task Force Review
475-3-0027	Direct	False	2210	330	12	\$50,000	Task Force Review
475-3-0028	Direct	False	2210	300	12	\$90,000	Task Force Review
475-3-0029	Direct	False	2213	126	12	\$50,000	Task Force Review
475-3-0030	Direct	False	2213	220	12	\$3,830	Task Force Review
475-3-0031	Direct	False	2213	260	12	\$50	Task Force Review
475-3-0032	Direct	False	2213	126	12	\$70,000	Task Force Review

475-3-0033	Direct	False	2213	220	12	\$5,350	Task Force Review
475-3-0034	Direct	False	2213	260	12	\$70	Task Force Review
475-3-0035	Direct	True	1000	126	11B	\$12,000	Task Force Review
475-3-0036	Direct	True	1000	220	11B	\$918	Task Force Review
475-3-0037	Direct	True	1000	260	11B	\$12	Task Force Review
475-3-0038	Direct	True	1000	126	11A	\$4,000	Task Force Review
475-3-0039	Direct	True	1000	220	11A	\$613	Task Force Review
475-3-0040	Direct	True	1000	260	11A	\$6	Task Force Review
475-3-0041	Direct	True	1000	610	11A	\$3,750	Task Force Review
475-3-0042	Direct	True	1000	126	11A	\$624,645	Task Force Review
475-3-0043	Direct	True	1000	220	11A	\$47,775	Task Force Review
475-3-0044	Direct	True	1000	260	11A	\$624	Task Force Review
475-3-0045	Direct	True	1000	610	11A	\$66,000	Task Force Review
475-3-0046	Direct	True	1000	126	11A	\$99,045	Task Force Review
475-3-0047	Direct	True	1000	220	11A	\$7,575	Task Force Review
475-3-0048	Direct	True	1000	260	11A	\$99	Task Force Review
475-3-0049	Direct	True	1000	610	11A	\$4,500	Task Force Review
475-3-0050	Direct	False	2130	126	15	\$27,000	Task Force Review
475-3-0051	Direct	False	2130	220	15	\$2,070	Task Force Review
475-3-0052	Direct	False	2130	260	15	\$27	Task Force Review
475-3-0053	Direct	False	2220	126	11A	\$21,600	Task Force Review
475-3-0054	Direct	False	2220	220	11A	\$1,650	Task Force Review
475-3-0055	Direct	False	2220	260	11A	\$21	Task Force Review
475-3-0056	Direct	True	1000	126	11B	\$400,000	Task Force Review
475-3-0057	Direct	True	1000	220	11B	\$30,600	Task Force Review
475-3-0058	Direct	True	1000	260	11B	\$400	Task Force Review
475-3-0059	Direct	False	2710	513	11A	\$47,288	Task Force Review
475-3-0060	Direct	False	2322	121	12	\$44,660	Task Force Review
475-3-0061	Direct	False	2322	210	12	\$4,260	Task Force Review
475-3-0062	Direct	False	2322	220	12	\$3,420	Task Force Review
475-3-0063	Direct	False	2322	260	12	\$45	Task Force Review
475-3-0064	Direct	False	2100	610	12	\$30,000	Task Force Review
475-3-0065	Direct	False	2100	126	12	\$5,600	Task Force Review
475-3-0066	Direct	False	2100	220	12	\$430	Task Force Review
475-3-0067	Direct	False	2100	260	12	\$6	Task Force Review
475-3-0068	Direct	False	2410	610	7	\$10,000	Task Force Review
475-3-0069	Direct	True	1000	121	12	\$320,000	Task Force Review
475-3-0070	Direct	True	1000	220	12	\$24,480	Task Force Review
475-3-0071	Direct	True	1000	260	12	\$320	Task Force Review
475-3-0072	Direct	False	2100	121	12	\$47,270	Task Force Review
475-3-0073	Direct	False	2100	220	12	\$3,615	Task Force Review
475-3-0074	Direct	False	2100	260	12	\$48	Task Force Review

475-3-0075	Direct	False	2100	610	12	\$30,000	Task Force Review
475-3-0076	Direct	False	2900	100	16	\$3,200,000	Task Force Review
475-3-0077	Direct	False	2900	220	16	\$244,805	Task Force Review
475-3-0078	Direct	False	2900	260	16	\$3,200	Task Force Review
475-3-0079	Direct	False	1000	115	16	\$40,000	Task Force Review
475-3-0080	Direct	False	1000	220	16	\$3,060	Task Force Review
475-3-0081	Direct	False	1000	260	16	\$40	Task Force Review
475-3-0082	Direct	False	1000	290	16	\$90,510	Task Force Review
475-3-0083	Direct	False	1000	111	12	\$527,800	Task Force Review
475-3-0084	Direct	False	1000	210	12	\$44,080	Task Force Review
475-3-0085	Direct	False	1000	220	12	\$40,376	Task Force Review
475-3-0086	Direct	False	1000	260	12	\$527	Task Force Review
475-3-0087	Direct	False	2410	111	12	\$152,250	Task Force Review
475-3-0088	Direct	False	2410	210	12	\$11,520	Task Force Review
475-3-0089	Direct	False	2410	220	12	\$11,645	Task Force Review
475-3-0090	Direct	False	2410	260	12	\$152	Task Force Review
475-3-0091	Direct	False	1000	610	9	\$135,000	Task Force Review
475-3-0092	Direct	False	1000	432	9	\$330,000	Task Force Review

Line Item Details

Line Item ID: 475-3-0001

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

66

Function Code

2610 - Operation of Building

Object Code

438 - Other Building Services

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Enhanced Facility Cleaning of School Buildings to reduce spread of COVID among teachers and students. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom. (Separate contract approved by USD475 Board of Education): Contractor to add staff in addition to base contract to wipe down facilities (entrance doors, lobby areas, conference rooms, classroom desktops, etc.) hourly with broader disinfection in the evening.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$443,787
Budgeted Expenditures in SFY 2024	\$331,172
Total Expenditures	<u>\$774,959</u>

Status

Task Force Review

Line Item ID: 475-3-0003

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

66

Function Code

2130 - Health Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$135,000
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Budgeted Expenditures in SFY 2024	\$139,050
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Total Expenditures	<u>\$274,050</u>
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Status

Task Force Review

Line Item ID: 475-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2130 - Health Services

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,330
Budgeted Expenditures in SFY 2024	\$10,650
Total Expenditures	<u>\$20,980</u>

Status

Task Force Review

Line Item ID: 475-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER II

Account Number

65

Function Code

2130 - Health Services

Object Code

260 - Unemployment Compensation

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$135
Budgeted Expenditures in SFY 2024	\$140
Total Expenditures	<u>\$275</u>

Status

Task Force Review

Line Item ID: 475-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2130 - Health Services

Object Code

210 - Group Insurance

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,300
Budgeted Expenditures in SFY 2024	\$9,300
Total Expenditures	<u>\$18,600</u>

Status

Task Force Review

Line Item ID: 475-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$300,000
Budgeted Expenditures in SFY 2024	\$310,000
Total Expenditures	\$610,000

Status

Task Force Review

Line Item ID: 475-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,950
Budgeted Expenditures in SFY 2024	\$23,715
Total Expenditures	\$46,665

Status

Task Force Review

Line Item ID: 475-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$300
Budgeted Expenditures in SFY 2024	\$310
Total Expenditures	\$610

Status

Task Force Review

Line Item ID: 475-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$19,400
Budgeted Expenditures in SFY 2024	\$19,400
Total Expenditures	\$38,800

Status

Task Force Review

Line Item ID: 475-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Social Studies Implementation - K-8th

Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. Covid delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level. "

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2024	\$640,000
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Total Expenditures	<u>\$640,000</u>
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Status

Task Force Review

Line Item ID: 475-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Social Studies Implementation - K-8th - Professional Development (Extra Duty/Overtime) related to new curriculum. Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. COVID delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level.

600 staff x 4hrs

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$60,000
Total Expenditures	\$60,000

Status

Task Force Review

Line Item ID: 475-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Social Studies Implementation - K-8th - Professional Development (Extra Duty/Overtime) related to new curriculum. Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. Covid delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level.

600 staff x 4hrs

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$4,590
Total Expenditures	<u>\$4,590</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

66`

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Social Studies Implementation - K-8th - Professional Development (Extra Duty/Overtime) related to new curriculum. Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. Covid delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level.

600 staff x 4hrs

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$60
Total Expenditures	<u>\$60</u>

Status

Task Force Review

Line Item ID: 475-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Science Implementation - 6-8th To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum. Only 33.69% students meet or above grade level.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$1,100,000
Total Expenditures	\$1,100,000

Status

Task Force Review

Line Item ID: 475-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Science Implementation - 6th-8th - Professional Development (Extra Duty/Overtime)
20 staff x 8 hrs

To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum.

6-8th students only 33.69% meet or above grade level."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$4,000
Total Expenditures	<u>\$4,000</u>

Status

Task Force Review

Line Item ID: 475-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Science Implementation - 6th-8th - Professional Development (Extra Duty/Overtime)
20 staff x 8 hrs

To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum.

6-8th students only 33.69% meet or above grade level."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$306
Total Expenditures	<u>\$306</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

66

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Science Implementation - 6th-8th - Professional Development (Extra Duty/Overtime)
20 staff x 8 hrs

To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum.

6-8th students only 33.69% meet or above grade level."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$4
Total Expenditures	<u>\$4</u>

Status

Task Force Review

Line Item ID: 475-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Wonders Curriculum K-1st Grade - Decodable Program Academic Goal: USD 475 will equitably address the academic learning loss, due to COVID, of students in all demographic categories. Analyze and purchase research-based Literacy and Math resources that meet academic needs of all students. Provide professional development for administrators and teachers on materials purchased. Evidence: ELA Fast Bridge screeners indicate (49%) forty-nine August, January, May Fast Bridge screeners reduction in the number of tier 2 and tier 3 students. Fast Bridge progress monitoring data that demonstrates student growth in a subskill of reading or math. 2021-22 School Year, 2022-23 School Year, percent of students are proficient. (USD 475 Dashboard) Math Fast bridge screeners indicate (53%) fifty-three percent of students are proficient. (USD 475 Dashboard) Target: Increase the number of students scoring in Tier 1 by a 2% incremental increase per year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$45,000
Budgeted Expenditures in SFY 2023	\$2,500
Budgeted Expenditures in SFY 2024	\$2,500
Total Expenditures	<u>\$50,000</u>

Status

Task Force Review

Line Item ID: 475-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Social Emotional Curriculum - Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff over the last two years due to COVID lockdowns. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. Many students enrolling in the district were taught remotely in FY20 and 21 and need additional SEL Supports.

The K-8 Social and Emotional Curriculum that was selected in the PILOT is Second Step and the cost of materials and PD is \$109,458.

The 9-12 Curriculum that was selected from the PILOT is the College and Career Competency Framework. The curriculum materials are free through TASN and the professional development will be approximately \$6,000.00. This is a total of \$115,458.00 total for three year licenses. I would recommend another \$3,000 for replacement materials for a total of \$118,458.00 for three years.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$60,000
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$63,000</u>

Status

Task Force Review

Line Item ID: 475-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Contracted Professional Development - Training to support implementation of new Social Emotional curriculum. Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff the past two years due to COVID lockdowns. Many students enrolling in the district were taught remotely in FY20 and 21 and need additional SEL Supports. Provide training for administrators, teachers, and support staff on SEL best practices. Partner with local mental health agencies.

The K-8 Social and Emotional Curriculum that was selected in the PILOT is Second Step and the cost of materials and PD is \$109,458.

The 9-12 Curriculum that was selected from the PILOT is the College and Career Competency Framework. The curriculum materials are free through TASN and the professional development will be approximately \$6,000.00. This is a total of \$115,458.00 total for three year licenses. I would recommend another \$3,000 for replacement materials for a total of \$118,458.00 for three years.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$56,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$56,000</u>

Status

Task Force Review

Line Item ID: 475-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

582 - Out-of-District Travel

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Professional Development Travel - MANDT Training Original MANDT staff trainers are no longer employed with the district causing a need for re-certification of new staff.

Training used to directly work with increased incidence of violence to students and staff. MANDT will be used as a model of de-escalation.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$32,000
Budgeted Expenditures in SFY 2024	\$12,000
Total Expenditures	<u>\$44,000</u>

Status

Task Force Review

Line Item ID: 475-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Professional Development - Extra Duty (extra pay/overtime) - Provide new teachers Social Emotional training of new curriculum to support bridging the achievement gap among students who have experienced the COVID slide. (Funding for new hires not part of original implementation of new program 100 K-12 teachers x 4hrs)

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

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: 475-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Professional Development - Benefits - Extra Duty (extra pay/overtime) - Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$765**Budgeted Expenditures in SFY 2024** \$765**Total Expenditures** \$1,530**Status**

Task Force Review

Line Item ID: 475-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Professional Development - Benefits - Extra Duty (extra pay/overtime) - Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$20**Status**

Task Force Review

Line Item ID: 475-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Consultant Social Emotional Professional Development: Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff during FY20 and FY21. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend USD475 schools. Many students enrolling in the district were taught remotely in FY20 and 21 and need additional SEL supports beyond what the district has provided in the past. Feedback on training and curriculum improvements to observations and feedback; Consistently applied across the district.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	\$50,000

Status

Task Force Review

Line Item ID: 475-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2210 - Improvement of Instruction Services

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Contracted Program and Assessment Reviews.

Consultant to evaluate district programs and assessments to identify how to obtain a greater learning impact with students with limited ability to hire additional teacher resources due to COVID and the "great resignation". Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, the district will need to ensure elementary students are on grade level each year.

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	<u>\$90,000</u>

Status

Task Force Review

Line Item ID: 475-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Ongoing Professional Development - Continuation of ESSER II Language Arts Adoptions and supports.

LTRS training plan finalized and new language arts adoption) Professional Development - Overtime - Provide teachers and academic coaches in Language Arts at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide.

- English Adoption – 250 staff at 4 hours (k-6th)

Language Arts Implementation: District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of language arts education across district and student assessment scores."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	\$50,000

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Ongoing Professional Development - Benefits - Continuation of ESSER II Language Arts Adoptions and supports.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,915
Budgeted Expenditures in SFY 2024	\$1,915
Total Expenditures	\$3,830

Status

Task Force Review

Line Item ID: 475-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Ongoing Professional Development - Benefits - Continuation of ESSER II Language Arts Adoptions and supports.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25
Budgeted Expenditures in SFY 2024	\$25
Total Expenditures	\$50

Status

Task Force Review

Line Item ID: 475-3-0032

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Professional Development - Continuation of ESSER II Math Adoption annual training. Math Implementation K-12th Grade. District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of Math education across district and student assessment scores.

Professional Development - Extra Duty - Math. Provide academic coaches in ELA and Math at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide. Math Adoption – 600 staff at 2 hours (K-12) 50 new hires x 4 hours (K-12)"

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35,000
Budgeted Expenditures in SFY 2024	\$35,000
Total Expenditures	<u>\$70,000</u>

Status

Task Force Review

Line Item ID: 475-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Ongoing Professional Development Benefits - Continuation of ESSER II Math Adoption and supports.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,675
Budgeted Expenditures in SFY 2024	\$2,675
Total Expenditures	\$5,350

Status

Task Force Review

Line Item ID: 475-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2213 - Instructional Staff Training Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Ongoing Professional Development Benefits - Continuation of ESSER II Math Adoption and supports.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35
Budgeted Expenditures in SFY 2024	\$35
Total Expenditures	\$70

Status

Task Force Review

Line Item ID: 475-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Saturday School: New Program - Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. District wishes to extend the academic calendar to identify additional time for instruction for students who have experienced achievement deficits due to COVID at the secondary level by developing Saturday School options at the secondary level. This will allow those students that work, participate in activities, or take care of younger siblings an opportunity to obtain additional support services.

4 staff x 6 hrs. per 10 months.

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: 475-3-0036

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Saturday School - Weekend - After School Programs Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$459**Budgeted Expenditures in SFY 2024** \$459**Total Expenditures** \$918**Status**

Task Force Review

Line Item ID: 475-3-0037

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Saturday School - Weekend - After School Programs Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$6**Total Expenditures** \$12**Status**

Task Force Review

Line Item ID: 475-3-0038

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"ACT Bootcamps - Summer Program: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: Year JCHS Scores State, 2018 20.4 21.6, 2019 19.9 21.1, 2020 19.1 20.4

District will provide ACT Bootcamps for 14 days to students. The district will pay the teachers overtime pay and purchase materials and supplies. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I and II funding. Summer program - Overtime for 1 staff at 79.50 hours. Overtime will move into state categorical funds after closure of ESSER III grant funds. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. Position is paid out of state categorical funds."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	\$4,000

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"ACT Bootcamps - Summer Program: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: Year JCHS Scores State, 2018 20.4 21.6, 2019 19.9 21.1, 2020 19.1 20.4

District will provide ACT Bootcamps for 14 days to students. The district will pay the teachers overtime pay and purchase materials and supplies. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I and II funding. Summer program - Overtime for 1 staff at 79.50 hours. Overtime will move into state categorical funds after closure of ESSER III grant funds. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. Position is paid out of state categorical funds."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$307
Budgeted Expenditures in SFY 2023	\$153
Budgeted Expenditures in SFY 2024	\$153
Total Expenditures	\$613

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"ACT Bootcamps - Summer Program: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: Year JCHS Scores State, 2018 20.4 21.6, 2019 19.9 21.1, 2020 19.1 20.4

District will provide ACT Bootcamps for 14 days to students. The district will pay the teachers overtime pay and purchase materials and supplies. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I and II funding. Summer program - Overtime for 1 staff at 79.50 hours. Overtime will move into state categorical funds after closure of ESSER III grant funds. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. Position is paid out of state categorical funds."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2
Budgeted Expenditures in SFY 2023	\$2
Budgeted Expenditures in SFY 2024	\$2
Total Expenditures	<u>\$6</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"ACT Bootcamp - Supplies and ACT curriculum materials
50 students at \$25 EA."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,250
Budgeted Expenditures in SFY 2023	\$1,250
Budgeted Expenditures in SFY 2024	\$1,250
Total Expenditures	<u>\$3,750</u>

Status

Task Force Review

Line Item ID: 475-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Summer School: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support.

- Summer school sessions will be provided for student gap remediation. District will offer 18 days of summer school session over 4 weeks.

o Secondary - 450 students – Offer choice of 2 sessions for 4 weeks each.

o Elementary 500 students- Offer choice of 2 sessions for 4 weeks each.

o 50 teachers estimated to teach each session. "

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$208,215
Budgeted Expenditures in SFY 2023	\$208,215
Budgeted Expenditures in SFY 2024	\$208,215
Total Expenditures	<u>\$624,645</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,925
Budgeted Expenditures in SFY 2023	\$15,925
Budgeted Expenditures in SFY 2024	\$15,925
Total Expenditures	<u>\$47,775</u>

Status

Task Force Review

Line Item ID: 475-3-0044

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$208
Budgeted Expenditures in SFY 2023	\$208
Budgeted Expenditures in SFY 2024	\$208
Total Expenditures	<u>\$624</u>

Status

Task Force Review

Line Item ID: 475-3-0045

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

65

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Summer School - Curriculum supplies for below sessions: Summer school sessions will be provided for student gap remediation. District will offer 18 days of summer school session over 4 weeks. o Secondary - 450 students – Offer choice of 2 sessions for 4 weeks each. o Elementary 500 students- Offer choice of 2 sessions for 4 weeks each.o 50 teachers estimated to teach each session. "

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$22,000
Budgeted Expenditures in SFY 2023	\$22,000
Budgeted Expenditures in SFY 2024	\$22,000
Total Expenditures	<u>\$66,000</u>

Status

Task Force Review

Line Item ID: 475-3-0046

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Transition Programs (k-1st, 5th-6th, 8-9th Grades). The district is experiencing academic gaps in the transitional grades. Recommended Strategy: Provide a summer transition program (in addition to summer school) for students in the following grades: a. K to 1 - 655 - 18 days 6 staff at 4 hours/per day b. 5 to 6 - 519 - 4 days 17 staff at 4 hours/per day c. 8 to 9 - 470 - 15 days 5 staff at 5 hours/per day. This is a new program that will provide additional education supports for pre-requisite skills for students entering the next transitional grade (1st, 6th, 9th grades) . The district will continue to also offer the traditional transitional sessions for students to understand the logistics of their new building and class schedules (paid for out of general fund)."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$33,015
Budgeted Expenditures in SFY 2023	\$33,015
Budgeted Expenditures in SFY 2024	\$33,015
Total Expenditures	<u>\$99,045</u>

Status

Task Force Review

Line Item ID: 475-3-0047

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer Transition - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,525
Budgeted Expenditures in SFY 2023	\$2,525
Budgeted Expenditures in SFY 2024	\$2,525
Total Expenditures	<u>\$7,575</u>

Status

Task Force Review

Line Item ID: 475-3-0048

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer Transition - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$33
Budgeted Expenditures in SFY 2023	\$33
Budgeted Expenditures in SFY 2024	\$33
Total Expenditures	<u>\$99</u>

Status

Task Force Review

Line Item ID: 475-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer Transition School Supplies - Workbooks

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$4,500</u>

Status

Task Force Review

Line Item ID: 475-3-0050

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER IIII

Account Number

66

Function Code

2130 - Health Services

Object Code

126 - Overtime Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School - Nurse, 5 staff x 4 hrs. x 18 days. COVID summer school support - Work with COVID related student health issues to continue to offer in person summer school education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the summer school classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,000
Budgeted Expenditures in SFY 2023	\$9,000
Budgeted Expenditures in SFY 2024	\$9,000
Total Expenditures	<u>\$27,000</u>

Status

Task Force Review

Line Item ID: 475-3-0051

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2130 - Health Services

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Nurse - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$690
Budgeted Expenditures in SFY 2023	\$690
Budgeted Expenditures in SFY 2024	\$690
Total Expenditures	<u>\$2,070</u>

Status

Task Force Review

Line Item ID: 475-3-0052

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2130 - Health Services

Object Code

260 - Unemployment Compensation

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Nurse - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9
Budgeted Expenditures in SFY 2023	\$9
Budgeted Expenditures in SFY 2024	\$9
Total Expenditures	<u>\$27</u>

Status

Task Force Review

Line Item ID: 475-3-0053

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2220 - Educational Media Services

Object Code

126 - Overtime Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Summer School - Elementary Librarian. Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates many students not reading at grade level. Elementary 500 students- Offer choice of 2 sessions for 4 weeks each -18 days)

4staff x 4hrs x 18 days

"

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$7,200
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Budgeted Expenditures in SFY 2023	\$7,200
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Budgeted Expenditures in SFY 2024	\$7,200
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Total Expenditures	\$21,600
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Status

Task Force Review

Line Item ID: 475-3-0054

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2220 - Educational Media Services

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Elementary Librarian Summer School - Benefits

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$550
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Budgeted Expenditures in SFY 2023	\$550
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Budgeted Expenditures in SFY 2024	\$550
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Total Expenditures	\$1,650
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Status

Task Force Review

Line Item ID: 475-3-0055

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2220 - Educational Media Services

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Elementary Librarian Summer School - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7
Budgeted Expenditures in SFY 2023	\$7
Budgeted Expenditures in SFY 2024	\$7
Total Expenditures	\$21

Status

Task Force Review

Line Item ID: 475-3-0056

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

126 - Overtime Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

"After School Tutoring - District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of Math education across district and student assessment scores.

8,000 hours of tutoring for entire district/ 20 schools = 400 hours per school = 40 hours tutoring per 10 months.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$200,000
Budgeted Expenditures in SFY 2024	\$200,000
Total Expenditures	\$400,000

Status

Task Force Review

Line Item ID: 475-3-0057

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

After School Tutoring Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15,300**Budgeted Expenditures in SFY 2024** \$15,300**Total Expenditures** \$30,600**Status**

Task Force Review

Line Item ID: 475-3-0058

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

After School Tutoring Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200**Budgeted Expenditures in SFY 2024** \$200**Total Expenditures** \$400**Status**

Task Force Review

Line Item ID: 475-3-0059

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2710 - Vehicle Operation

Object Code513 - Student Transportation Services
by Outside Agency or Company**Allowable Use**11A - Planning and implementing
summer learning or enrichment
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Bussing - for Eight schools. Not all schools open for summer school. Students are bussed from their home school to their summer school program. If district does not offer bussing the student attendance will be reduced. District offering educational field trips on Fridays to entice students to participate in Summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,000
Budgeted Expenditures in SFY 2023	\$15,750
Budgeted Expenditures in SFY 2024	\$16,538
Total Expenditures	<u>\$47,288</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

66

Function Code

2322 - Community Relations Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Parent Engagement Coordinator - Communication Employee .5FTE - : Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools.

Recommended Strategy: Hire a part time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,000
Budgeted Expenditures in SFY 2024	\$22,660
Total Expenditures	<u>\$44,660</u>

Status

Task Force Review

Line Item ID: 475-3-0061

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2322 - Community Relations Services

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parent Engagement - Communication Employee .5FTE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,130
Budgeted Expenditures in SFY 2024	\$2,130
Total Expenditures	\$4,260

Status

Task Force Review

Line Item ID: 475-3-0062

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2322 - Community Relations Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parent Engagement - Communication Employee .5FTE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,685
Budgeted Expenditures in SFY 2024	\$1,735
Total Expenditures	\$3,420

Status

Task Force Review

Line Item ID: 475-3-0063

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2322 - Community Relations Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parent Engagement - Communication Employee .5FTE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22
Budgeted Expenditures in SFY 2024	\$23
Total Expenditures	\$45

Status

Task Force Review

Line Item ID: 475-3-0064

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parenting Seminars Supplies - Parent Brochures, Flyers, Welcome back carnival supplies.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	\$30,000

Status

Task Force Review

Line Item ID: 475-3-0065

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

126 - Overtime Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Parenting Workshops - Extra Duty/Overtime - Certified staff paid to offer workshops online or in person to support parents related to COVID setbacks in their students education. Parent engagement workshops and training on such topics as best parenting practices, appropriate expectations, discipline, social media safeguards, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year. Additionally, classified staff used to support the set up and take down of the event.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,800
Budgeted Expenditures in SFY 2024	\$2,800
Total Expenditures	\$5,600

Status

Task Force Review

Line Item ID: 475-3-0066

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parenting Workshops - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$215
Budgeted Expenditures in SFY 2024	\$215
Total Expenditures	\$430

Status

Task Force Review

Line Item ID: 475-3-0067

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Parenting Workshops - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3
Budgeted Expenditures in SFY 2024	\$3
Total Expenditures	\$6

Status

Task Force Review

Line Item ID: 475-3-0068

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2410 - Office of the Principal Services

Object Code

610 - General Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Personal Protective Supplies - District mask policy is currently optional. (Masks, Disinfectant, etc.) - Used to reduce spread of COVID among teachers and students. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

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

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Elementary Classroom Aids - Add 8 additional classroom aids beyond current district guidelines. Utilize classified aids during the school day to support the management of the classroom while certificated staff focus on smaller groups of students struggling due to COVID impacts to reinforce lessons taught during the same class period to . Classified Aids will only work when students are in school (up to 7 hours per day).

-District to provide classified aides based on At-Risk population in schools.

"

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$160,000
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Budgeted Expenditures in SFY 2024	\$160,000
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Total Expenditures	<u>\$320,000</u>
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Status

Task Force Review

Line Item ID: 475-3-0070

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Classified Aids - Benefits

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$12,240
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Budgeted Expenditures in SFY 2024	\$12,240
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Total Expenditures	<u>\$24,480</u>
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Status

Task Force Review

Line Item ID: 475-3-0071

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Classified Aids - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$160
Budgeted Expenditures in SFY 2024	\$160
Total Expenditures	<hr/> \$320

Status

Task Force Review

Line Item ID: 475-3-0072

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"FOSTER CARE COORDINATOR - .5 FTE - District is seeing an uptick in foster care students. Coordinator to focus on reducing impacts of COVID 19 on foster care students.

Collaborates with foster care system to identify the school-related needs of students in foster care and serves as a liaison between community resources, foster parents and the students.

Assists foster families and students with the completion and submission of paperwork, applications and required documents to obtain KanCare, birth certificates, social security cards and SNAP benefits for students."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,360
Budgeted Expenditures in SFY 2023	\$21,630
Budgeted Expenditures in SFY 2024	\$22,280
Total Expenditures	<u>\$47,270</u>

Status

Task Force Review

Line Item ID: 475-3-0073

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Foster Care Engagement Coordinator - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$255
Budgeted Expenditures in SFY 2023	\$1,655
Budgeted Expenditures in SFY 2024	\$1,705
Total Expenditures	\$3,615

Status

Task Force Review

Line Item ID: 475-3-0074

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Foster Care Engagement Coordinator - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3
Budgeted Expenditures in SFY 2023	\$22
Budgeted Expenditures in SFY 2024	\$23
Total Expenditures	\$48

Status

Task Force Review

Line Item ID: 475-3-0075

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Foster Care Engagement Coordinator - Supplies

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	\$10,000
Total Expenditures	<u>\$30,000</u>

Status

Task Force Review

Line Item ID: 475-3-0076

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2900 - Other Support Services (would include room and board for Special Education students)

Object Code

100 - Personal Services - Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Retention incentive - FY2022 School Year - 4th Quarter

Existing staff that work 95% of the staffs contract. District wide in USD 475, approximately 9% of our positions remain unfilled.

The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay. Retention Pay of \$1000 will be awarded to staff members who meet the employment and attendance criteria. ESSER II will pay for the 1st installment and ESSER III will pay for the 2nd installment. Frontline employees will have the opportunity to earn an additional \$250 quarterly payment each quarter.

Returning teachers who sign a contract for the 2022-23 school year will receive an additional \$1000 in retention pay to be paid in the first pay period of the 2022-23 and 2023-24 school year(s).

Teachers new to the district for the spring semester of 2022 or the 2022-23 and 2023-24 school years will receive recruitment pay of \$750. "

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,650,000
Budgeted Expenditures in SFY 2023	\$775,000
Budgeted Expenditures in SFY 2024	\$775,000
Total Expenditures	<u>\$3,200,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2900 - Other Support Services (would include room and board for Special Education students)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$126,225
Budgeted Expenditures in SFY 2023	\$59,290
Budgeted Expenditures in SFY 2024	\$59,290
Total Expenditures	<u>\$244,805</u>

Status

Task Force Review

Line Item ID: 475-3-0078

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2900 - Other Support Services (would include room and board for Special Education students)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive - Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,650
Budgeted Expenditures in SFY 2023	\$775
Budgeted Expenditures in SFY 2024	\$775
Total Expenditures	<u>\$3,200</u>

Status

Task Force Review

Line Item ID: 475-3-0079

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

115 - Temporary Certified Substitutes'
Salaries for Certified Staff

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive of substitutes teachers who complete 30 days of substitute assignments between 1/3/2021 to 3/01/2022 and 3/1/21 to 5/19/2022. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$40,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Benefits - Substitute Incentive

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,530
Budgeted Expenditures in SFY 2024	\$1,530
Total Expenditures	\$3,060

Status

Task Force Review

Line Item ID: 475-3-0081

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Benefits - Substitute Incentive

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20
Budgeted Expenditures in SFY 2024	\$20
Total Expenditures	\$40

Status

Task Force Review

Line Item ID: 475-3-0082

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Retiree - KPERs Penalties Coverage

Payment of KPERs penalties to incentivize retirees to work part time or full time to cover vacant positions. "

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,255
Budgeted Expenditures in SFY 2024	\$45,255
Total Expenditures	<u>\$90,510</u>

Status

Task Force Review

Line Item ID: 475-3-0083

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"Alternative School Expansion - Add 4 Teachers to current program. District working to expand program for up to 90 additional students.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues.

At end of 2024 program expansion will be reviewed for continuation and movement of expenses into state categorical funds."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$260,000
Budgeted Expenditures in SFY 2024	\$267,800
Total Expenditures	<u>\$527,800</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

66

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,040
Budgeted Expenditures in SFY 2024	\$22,040
Total Expenditures	\$44,080

Status

Task Force Review

Line Item ID: 475-3-0085

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$19,890
Budgeted Expenditures in SFY 2024	\$20,486
Total Expenditures	\$40,376

Status

Task Force Review

Line Item ID: 475-3-0086

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$260
Budgeted Expenditures in SFY 2024	\$267
Total Expenditures	\$527

Status

Task Force Review

Line Item ID: 475-3-0087

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2410 - Office of the Principal Services

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School Expansion - Add 1 Assistant Principal to current program. District working to expand program for up to 90 additional students. USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues. At end of 2024 program expansion will be reviewed for continuation and movement of expenses into state categorical funds.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$77,250
Total Expenditures	\$152,250

Status

Task Force Review

Line Item ID: 475-3-0088

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2410 - Office of the Principal Services

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Asst. Principal Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,760
Budgeted Expenditures in SFY 2024	\$5,760
Total Expenditures	<u>\$11,520</u>

Status

Task Force Review

Line Item ID: 475-3-0089

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2410 - Office of the Principal Services

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Asst. Principal Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,735
Budgeted Expenditures in SFY 2024	\$5,910
Total Expenditures	<u>\$11,645</u>

Status

Task Force Review

Line Item ID: 475-3-0090

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

2410 - Office of the Principal Services

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Alternative School - Asst. Principal Expansion Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75
Budgeted Expenditures in SFY 2024	\$77
Total Expenditures	\$152

Status

Task Force Review

Line Item ID: 475-3-0091

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Hot Spots - Used to cover students access to online systems to support bridging the homework gap and tutoring. Additionally, the hot spots support at risk students with no internet access. The district is offering hot spots for our after school tutoring programs to attempt to get more kids and teachers to participate to meet the objective of reducing the learning loss from the prior years during covid.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$90,000
Budgeted Expenditures in SFY 2024	\$45,000
Total Expenditures	\$135,000

Status

Task Force Review

Line Item ID: 475-3-0092

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

66

Function Code

1000 - Instruction

Object Code

432 - Technology-Related Repairs and Maintenance

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Replacement of technology broken due to student use during COVID. District entered into a 3 - year accidental warranty agreement with Dell due to the high volume of computers that were damaged due to COVID and continue to be damaged. Prior to FY21 about 175 devices per year were broken due to use. FY21 about 425 devices were broken due to use and we continue to see continued issues with devices due to more technology being used outside of school to support tutoring and homework support.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$220,000
Budgeted Expenditures in SFY 2024	\$110,000
Total Expenditures	<u>\$330,000</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0480

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>
Liberal	7 Parkway Blvd, Liberal, KS 67901	Box 949, Liberal, KS 679050949
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Todd Carter	todd.carter@usd480.net	(620) 604-1010

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Todd Carter	Superintendent	todd.carter@usd480.net	(620) 604-1010
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Nila Newton		nila.newton@usd480.net	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Jerry Clay		jerry.clay@usd480.net	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd480.net/article/498559>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 480 has worked with various entities in our community to make sure we are continuing to follow the most up-to-date CDC and KDHE guidance as we have moved through this pandemic. Our District Plan for Safe Return to In-Person Instruction and Continuity of Services directly incorporates CDC recommended mitigation strategies for the safe reopening and operation of our schools. This includes following state and local regulations/mandates for the proper use of masks, supporting our student, teacher, school leader and family community to engage in hygiene practices such as frequent handwashing, and more. ESSER funds will be used to support the specific, CDC-recommended strategies to include:

- 1) USD 480 will continue to provide additional hand sanitizing stations, make masks available to any person who enters one of our buildings, practice social distancing, continuing to disinfect surfaces, and work closely with the Seward County Health Department to identify and mitigate any COVID-19 outbreaks.
- 2) We will continue to provide stations at the entrance of each building for individuals to check their temperature before entering the building.
- 3) USD 480 has added an additional nurse to help identify and contain COVID cases within our school system; this additional nurse has also allowed our head nurse to spend more time working with the Seward County Health Department without losing a nurse at one of our schools.
- 4) USD 480 has also begun the process of upgrading our ventilation systems at our older buildings to insure they are up to the highest and most current standards and ensuring ventilation systems in schools operate properly when facilities are occupied to increase air turnover.
- 5) We have closed off all public water fountains to reduce the risk of transmission while providing alternative sources of hydration.
- 6) USD 480 will continue cleaning frequently used surfaces with increased focus on "touch point sanitation" (such as door handles, handrails and bathrooms) and will ensure the provision of personal protective equipment.

In addition to the above CDC-supported mitigation strategies, we will continue to work with the Seward County Health Department on a routine basis to follow the KDHE guidelines for contact tracing, isolation and quarantine orders. USD 480 will make reasonable accommodations for children with disabilities and will provide tiered support and disability services to meet the individual academic needs of all students. Staff social, emotional and mental health services will be addressed through grant supported professional development and health/mental health benefits provided by the District.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In addition to making our 9-part survey available to all students, we specifically targeted a cross-section of students that would give us a good representation of our total student population for an in-person survey. During the survey process, we explained the importance of their responses to the survey on the future of our school system. The students we directly reached out to and surveyed provided USD 480 with meaningful and thoughtful responses. They listed "Staff Quality and Retention" as well as "Social-Emotional Learning" as chief concerns moving forward. They also emphasized that the COVID-19 pandemic added additional strain to their mental health and were grateful to be able to return to in-person learning where they were able to see their counselors and teachers everyday.

USD 480 ESSER III Survey - Students

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices	Response	Percent	Responses
Parent	0.0%	0	
Student	100.0%	19	
Community Member	0.0%	0	

Business Owner 0.0% 0
 External Service Provider for Students 0.0% 0
 Staff Member 0.0% 0
 Other (please specify) 0.0% 0
 Answered 19
 Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses
 Tribes 0.0% 0
 Civil Rights Organizations (including disability rights) 5.26% 1
 Representing interests of children with disabilities 5.26% 1
 Representing interests of children with English Language Learners 5.26% 1
 Representing interests of children experiencing homelessness 5.26% 1
 Representing interests of children in foster care 5.26% 1
 Representing interests of migratory students 5.26% 1
 None 94.74% 18
 Other (please specify) 0.0% 0
 Answered 19
 Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses
 PreK-5 0.0% 0
 6-8 0.0% 0
 9-12 0.0% 0
 I do not have children in the school system. 100.0% 18
 Answered 18
 Skipped 1

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	0	9	7	3	19
Afterschool Programs	0	7	6	6	19
Personalized Interventions	0	3	10	6	19
Enhanced Technology	0	3	8	8	19

Answered 19
 Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	4	10	5	19
Math materials and interventions	0	4	9	6	19
English materials and interventions	0	6	9	4	19
English Language Learner materials and interventions	0	5	5	9	19
Science materials and interventions	0	4	10	5	19
Social Studies materials and interventions	0	5	11	3	19

Answered 19
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	0	2	9	8	19
Parent Resources	0	4	6	9	19
Staff and administrator training	0	2	6	11	19
Evaluation of the Social Emotional Learning Program	0	3	7	9	19
Answered	19				
Skipped	0				

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	3	9	7	19
Teacher quality and retention	0	2	8	9	19
Support for specific student populations (Special Education, English Language Learners)	0	3	6	10	19
Data support for teachers and administrators	0	4	12	3	19
Answered	19				
Skipped	0				

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	0	1	10	8	19
Enhanced cleaning technology	0	3	8	7	18
Answered	19				
Skipped	0				

Q9. Please add any other strategies or suggestions we should be considering.

Answered 10

Skipped 9

Families

We provided access to our 9-part survey to every family in our district through every digital modality at our disposal. We provided the survey in both English and Spanish to accommodate the population we serve. Our local media outlets also helped us remind and encourage our families of the importance of the survey. Over 44 percent of all of our respondents were parents of at least one student in our district.

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 100.0% 92

Student 0.0% 0

Community Member 27.17% 25

Business Owner 13.04% 12

External Service Provider for Students 0.0% 0

Staff Member 33.7% 31

Other (please specify) 4.35% 4

Answered 92

Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 6.98% 6

Civil Rights Organizations (including disability rights) 9.3% 8

Representing interests of children with disabilities 22.09% 19

Representing interests of children with English Language Learners 10.47% 9

Representing interests of children experiencing homelessness 8.14% 7

Representing interests of children in foster care 11.63% 10

Representing interests of migratory students 8.14% 7

None 65.12% 56

Other (please specify) 1.16% 1

Answered 86

Skipped 6

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 42.39% 39

6-8 45.65% 42

9-12 44.57% 41

I do not have children in the school system. 3.26% 3

Answered 92

Skipped 0

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices Not Important Somewhat Important Important Very Important Total

Summer School	13	24	36	17	90
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Afterschool Programs	8	18	35	28	89
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Personalized Interventions	4	12	30	42	88
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Enhanced Technology	6	13	33	24	76
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Answered 92

Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices Not Important Somewhat Important Important Very Important Total

Reading materials and interventions	0	6	33	50	89
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Math materials and interventions	0	5	37	46	88
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English materials and interventions	1	7	37	38	83
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English Language Learner materials and interventions	3	7	33	38	81
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Science materials and interventions	2	13	36	28	79
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Social Studies materials and interventions	3	16	34	27	80
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Answered 92
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	6	14	33	36	89
Parent Resources	5	22	32	30	89
Staff and administrator training	3	13	28	43	87
Evaluation of the Social Emotional Learning Program	5	19	32	31	87

Answered 91
 Skipped 1

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	4	25	60	89
Teacher quality and retention	0	3	18	69	90
Support for specific student populations (Special Education, English Language Learners)	3	12	25	48	88
Data support for teachers and administrators	11	15	34	28	88

Answered 91
 Skipped 1

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	4	10	30	46	90
Enhanced cleaning technology	8	12	43	28	91

Answered 91
 Skipped 1

Q9. Please add any other strategies or suggestions we should be considering.
 Answered 28
 Skipped 64

All of our school and district administrators, including our special education administrators, were encouraged to participate in our district-wide survey. Our results showed that we were able to collect insightful information from a high percentage of our district administrators.

Survey responses were received anonymously, which we believe encouraged more candid input from our respondents. Administrators from every level of USD 480 have been able to provide input throughout the entire ESSER process and have had unrestricted access to the District Leadership Team and the Superintendent.

We did not collect responses from administrators separately from other staff - their responses will be included below.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 480 made the ESSER survey available to every staff member of the district via our school email system, as well as on our district website. Over forty-four percent (44%) of all respondents stated they were employed by USD 480. Administrative teams at each facility were encouraged to work together to discuss pandemic related issues that ESSER funding could help resolve, both on a district level as well as at the campus level and to provide those results to the District Leadership Team. Input from the survey as well as feedback from our administrators was considered in the development of this application.

USD 480 ESSER III Survey - Staff

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 33.33% 31

Student 0.0% 0

Community Member 15.05% 14

Business Owner 2.15% 2

External Service Provider for Students 0.0% 0

Staff Member 100.0% 93

Other (please specify) 0.0% 0

Answered 93

Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 7.32% 6

Civil Rights Organizations (including disability rights) 7.32% 6

Representing interests of children with disabilities 19.51% 16

Representing interests of children with English Language Learners 15.85% 13

Representing interests of children experiencing homelessness 12.2% 10

Representing interests of children in foster care 12.2% 10

Representing interests of migratory students 14.63% 12

None 62.2% 51

Other (please specify) 3.66% 3

Answered 82

Skipped 11

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 20.45% 18

6-8 14.77% 13

9-12 17.05% 15

I do not have children in the school system. 61.36% 54

Answered 88

Skipped 5

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	8	14	38	30	90
Afterschool Programs	3	18	34	35	90
Personalized Interventions	2	6	32	50	90
Enhanced Technology	4	21	31	27	83
Answered	92				
Skipped	1				

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	1	4	27	57	89
Math materials and interventions	1	4	34	51	90
English materials and interventions	3	5	39	39	86
English Language Learner materials and interventions	4	7	35	41	87
Science materials and interventions	1	9	47	26	83
Social Studies materials and interventions	2	9	48	27	86
Answered	92				
Skipped	1				

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	7	14	34	34	89
Parent Resources	2	21	41	26	90
Staff and administrator training	3	15	27	45	90
Evaluation of the Social Emotional Learning Program	7	17	38	28	90
Answered	91				
Skipped	2				

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	2	19	67	88
Teacher quality and retention	0	0	13	76	89
Support for specific student populations (Special Education, English Language Learners)	1	10	25	52	88
Data support for teachers and administrators	8	18	30	33	89
Answered	90				
Skipped	3				

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	0	10	34	46	90
Enhanced cleaning technology	4	16	38	32	90
Answered 91					
Skipped 2					

Q9. Please add any other strategies or suggestions we should be considering.

Answered 28

Skipped 65

Tribes

While USD 480 does not service any particular tribe, we were able to identify and directly reach out to those we knew were members of a recognized tribal nation. We were able to receive and incorporate responses from those who identify as tribes members.

USD 480 ESSER III Survey -Tribes

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 54.55% 6

Student 0.0% 0

Community Member 36.36% 4

Business Owner 0.0% 0

External Service Provider for Students 0.0% 0

Staff Member 54.55% 6

Other (please specify) 0.0% 0

Answered 11

Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 100.0% 11

Civil Rights Organizations (including disability rights) 27.27% 3

Representing interests of children with disabilities 36.36% 4

Representing interests of children with English Language Learners 18.18% 2

Representing interests of children experiencing homelessness 18.18% 2

Representing interests of children in foster care 18.18% 2

Representing interests of migratory students 18.18% 2

None 0.0% 0

Other (please specify) 0.0% 0

Answered 11

Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 0.0% 0

6-8 9.09% 1

9-12 45.45% 5

I do not have children in the school system. 54.55% 6

Answered 11

Skipped 0

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	1	0	6	4	11
Afterschool Programs	0	1	4	6	11
Personalized Interventions	1	1	3	6	11
Enhanced Technology	0	2	2	5	9

Answered 11
Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	0	5	5	10
Math materials and interventions	0	0	7	4	11
English materials and interventions	0	0	5	4	9
English Language Learner materials and interventions	0	0	6	4	10
Science materials and interventions	0	0	6	3	9
Social Studies materials and interventions	0	1	5	4	10

Answered 11
Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	0	2	5	4	11
Parent Resources	0	3	6	2	11
Staff and administrator training	0	2	4	4	10
Evaluation of the Social Emotional Learning Program	1	2	3	4	10

Answered 11
Skipped 0

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	0	5	6	11
Teacher quality and retention	0	0	1	10	11
Support for specific student populations (Special Education, English Language Learners)	0	2	6	2	10
Data support for teachers and administrators	3	2	5	1	11

Answered 11
Skipped 0

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	0	0	3	8	11
Enhanced cleaning technology	0	1	7	3	11
Answered	11				
Skipped	0				

Q9. Please add any other strategies or suggestions we should be considering.

Answered 4
Skipped 7

Civil Rights Organization including Disability Rights Organizations

USD 480 took a targeted approach to Civil Rights and Disability Rights Organizations, in addition to making our survey available online. We were able to contact and receive feedback from individuals representing local organizations who stressed the importance of continued communication moving forward. Most respondents from these organizations put an emphasis on intervention materials and training, as well as anything that would promote inclusion and opportunities for all. Based on the input we received, USD 480 will look to provide transportation options to service a broader range of our population and begin offering Unified Bowling next school year to be facilitated with ESSER funding.

USD 480 ESSER III Survey - Civil Rights Organizations

Civil Rights - Who were the Civil Rights organizations reached out to?

NE Liberal Leadership
LACF - Liberal Area Coalition for Families
LULAC - League of United Latin American Citizens

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices	Response Percent	Responses
Parent	61.54%	8
Student	7.69%	1
Community Member	46.15%	6
Business Owner	23.08%	3
External Service Provider for Students	0.0%	0
Staff Member	46.15%	6
Other (please specify)	0.0%	0
Answered	13	
Skipped	0	

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices	Response Percent	Responses
Tribes	23.08%	3
Civil Rights Organizations (including disability rights)	100.0%	13
Representing interests of children with disabilities	84.62%	11
Representing interests of children with English Language Learners	53.85%	7
Representing interests of children experiencing homelessness	53.85%	7
Representing interests of children in foster care	61.54%	8
Representing interests of migratory students	46.15%	6

None 0.0% 0
 Other (please specify) 0.0% 0
 Answered 13
 Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 25.0% 3
 6-8 16.67% 2
 9-12 41.67% 5
 I do not have children in the school system. 41.67% 5
 Answered 12
 Skipped 1

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	1	3	5	4	13
Afterschool Programs	2	1	4	6	13
Personalized Interventions	1	0	5	7	13
Enhanced Technology	3	2	3	5	13

Answered 13
 Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	0	6	7	13
Math materials and interventions	0	0	9	4	13
English materials and interventions	0	0	8	5	13
English Language Learner materials and interventions	0	1	6	6	13
Science materials and interventions	0	0	11	2	13
Social Studies materials and interventions	1	1	9	2	13

Answered 13
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	0	0	3	10	13
Parent Resources	0	2	3	8	13
Staff and administrator training	0	0	1	12	13
Evaluation of the Social Emotional Learning Program	1	1	2	9	13

Answered 13
 Skipped 0

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
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Staff quality and retention (paraprofessionals, administrators, support staff)	0	0	4	9	13
Teacher quality and retention	0	0	2	11	13
Support for specific student populations (Special Education, English Language Learners)	0	0	5	8	13
Data support for teachers and administrators	3	3	5	2	13
Answered 13					
Skipped 0					

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	3	0	4	6	13
Enhanced cleaning technology	3	1	6	3	13
Answered 13					
Skipped 0					

Q9. Please add any other strategies or suggestions we should be considering.

Answered 7

Skipped 6

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

USD 480 was able to collect feedback from stakeholders representing students in every underserved category outlined by KSDE, as well as additional categories more unique to our service area . These categories include stakeholders that represent the interests of juvenile offenders and their families as well as groups that represent the interests of Hispanic/Latin-American students specifically. On average, USD 480 collected over 20 responses from each of the groups KSDE listed. Their concerns centered around maintaining in-person learning as well as providing summer school and afterschool programs.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students - Please address each of the individual subgroup and whether or not you have them. Also what were their responses when you reached out? We have responses from all groups except "children who are incarcerated" and the "other underserved students" category. Below you will find the disaggregated responses from the stakeholder groups we received responses from.

USD 480 ESSER III Survey - Rep. Children with Disabilities

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 57.58% 19

Student 3.03% 1

Community Member 30.3% 10

Business Owner 15.15% 5

External Service Provider for Students 0.0% 0

Staff Member 48.48% 16
 Other (please specify) 3.03% 1
 Answered 33
 Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 12.12% 4
 Civil Rights Organizations (including disability rights) 33.33% 11
 Representing interests of children with disabilities 100.0% 33
 Representing interests of children with English Language Learners 39.39% 13
 Representing interests of children experiencing homelessness 36.36% 12
 Representing interests of children in foster care 42.42% 14
 Representing interests of migratory students 36.36% 12
 None 0.0% 0
 Other (please specify) 0.0% 0
 Answered 33
 Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 29.03% 9
 6-8 22.58% 7
 9-12 32.26% 10
 I do not have children in the school system. 38.71% 12
 Answered 31
 Skipped 2

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices Not Important Somewhat Important Important Very Important Total

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	4	7	14	8	33
Afterschool Programs	3	6	14	9	32
Personalized Interventions	0	1	7	24	32
Enhanced Technology	7	4	9	10	30

Answered 33
 Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices Not Important Somewhat Important Important Very Important Total

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	0	14	19	33
Math materials and interventions	0	0	16	17	33
English materials and interventions	1	1	16	12	30
English Language Learner materials and interventions	1	2	14	14	31
Science materials and interventions	0	1	19	10	30
Social Studies materials and interventions	1	3	19	8	31

Answered 33
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-

awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	1	3	8	21	33
Parent Resources	1	7	7	18	33
Staff and administrator training Evaluation of the Social Emotional Learning Program	2	2	4	25	33
Learning Program	4	4	6	18	32
Answered	33				
Skipped	0				

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	0	6	27	33
Teacher quality and retention	0	0	2	31	33
Support for specific student populations (Special Education, English Language Learners)	0	3	4	26	33
Data support for teachers and administrators	6	3	11	12	32
Answered	33				
Skipped	0				

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	4	2	12	15	33
Enhanced cleaning technology	4	3	18	8	33
Answered	33				
Skipped	0				

Q9. Please add any other strategies or suggestions we should be considering.

Answered 18
Skipped 15

USD 480 ESSER III Survey - Representing Migrant Students

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices	Response	Percent Responses
Parent	7	38.89%
Student	1	5.56%
Community Member	2	11.11%
Business Owner	1	5.56%
External Service Provider for		

Provide the public the opportunity to provide input and take such input into account

USD 480 used every outlet at its disposal to reach as many members of the public as possible. USD 480 utilized social media, traditional media, and word of mouth to ensure as many members of the community were reached. District administration regularly engages with community organizations to provide updates and receive feedback on our school district. USD 480 directly targeted members of the Liberal Chamber of Commerce, Liberal Rotary, local government officials, Southwest Medical Center in Liberal and the Seward County Health Department. Thirty-six percent (36%) of our respondents stated they were either a business owner or community member with chief concerns that included in-person learning and the retention and recruiting of qualified teachers and staff. The USD 480 administration is deeply entrenched in the Liberal community and continuously receives feedback and information regarding the concerns and challenges facing our community; community input is invaluable to our administrators and was sought throughout the ESSER process from as many different demographics as possible.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 480 is a Title I district serving 4,600+ students with a race/ethnicity between 82% and 84% Hispanic. All other race/ethnicities are less than 10% of the population. Twenty-two percent of our children under the age of 18 live in poverty. Free and reduced lunch enrollment averages 83%. The percentage of English Language Learners (ELL) is 47%. The number of migrant students has averaged 8% of the student population with the number of homeless students being served averaging around 250 per year. The percentage of students with disabilities ranges from 11% to 12.6%. In the past 5 years we have seen an increase in the number of unaccompanied youth, with 67 enrolling at the secondary level in 2021 and dropping out before graduation.

The COVID-19 pandemic resulted in emergency remote/hybrid instruction which had an immediate impact on the social emotional health of our students in addition to the learning loss they experienced. As a district, social emotional gains in perseverance, assertiveness, and self-efficacy had been 2%-4% per year. In 2020-21, we had a 4% loss in perseverance, assertiveness, and self-efficacy K-12. Liberal High School uses the Gallup Hope Index. During full remote learning in Spring 2020 and hybrid through March of 2021, we saw a steep decline in student engagement and hope. From Fall 2019 to Fall 2021, LHS student trends showed an 18% increase (22% to 40%) in students being discouraged about their future. There was also an 11% drop (81% to 70%) in student perception that they would have a good job in the future.

The stay at home order reduced extracurricular and athletic opportunities, reduced peer interaction, and limited student choice (assigned seating, mask-wearing, interaction at school). The student population we surveyed responded that their mental health was affected the most when removed from their normal routine and in-person instruction. With approximately 83 percent of our student population qualifying for free or reduced lunches, missing the opportunity for school meals was an additional strain on our students and parents during the period of remote learning.

Student performance data has shown the impact of pandemic-related learning loss on our students. As an example, 80% of our kindergarten students were below level in letter recognition and phonetics in Fall 2021. On state assessments, the percentage of non-ELL students in Level 1 increased by 14% and ELL students experienced an 8% increase in Level 1. As we reviewed the data, a need for evidence-based interventions became clear. The feedback we received from key stakeholders such as our teachers, student families and our local community, helped us to identify further domains of current need. Our stakeholders overwhelmingly supported the addition of targeted Math and English interventions.

Being a rural school district, the technology divide was never more evident than during the initial transition to remote learning. Based on student and parent feedback, 20% of our families had no reliable internet for students to use at home. Chronic absenteeism during this time increased from 20% to 38%.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

USD 480 plans to address the academic impact of lost instructional time through after school programs and through planning and implementing activities related to summer learning. The District will utilize student data and performance information in order to identify specific students who will benefit most from these opportunities and will confer with families on after school and summer program plans for their student. The summer and after school programs will address the specific educational and social-emotional needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness and children and youth in foster care.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The remaining ARP ESSER funds will be spent in a variety of ways to support student growth, staff development, implementation of health and safety protocols, and enhanced educational opportunities for all students. The fund allocations will include, but not be limited to, the following:

- *Purchase supplies to sanitize and clean the LEA's facilities;
- *Upgrade school facilities to reduce risk of virus transmission and exposure to environmental health hazards by conducting an engineering study and using those recommendations to upgrade our HVAC systems to improve indoor air quality;
- *Purchase educational materials and technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom teachers, with an emphasis on providing for students from low-income families and children with disabilities;
- *Continue to support professional development activities that broaden the learning ecosystem of students, staff and families;
- *Conduct other activities that are necessary to maintain operation of and continuity of and services;
- *Continue our partnership with outside agencies to support the mental health needs of all district stakeholders.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Implemented use of funding and all interventions will be geared towards meeting the academic and social/emotional needs of all students. Attention will be given to identifying students who were disproportionately impacted by COVID-19 including, but not limited to, students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Identification strategies will include school counselor, social worker, and teacher input, data analysis of school based assessments, teacher and parent input, school records, and other areas. The District engaged in meaningful consultation with all identified stakeholders in a variety of ways. This included the creation and dissemination of an ARP Needs Assessment Surveys administrative meetings held with district administrators; maintenance and technology departments; teachers; and others. The surveys were sent to the full school community which included parents, families, union representatives, and all staff members. The collected data helped to determine the allocation of all ARP funding.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$10,424,740	\$0	\$10,424,740	ESSER III Allocations	\$2,084,948
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$10,424,740	\$0	\$10,424,740	Amount Still Needed	\$2,084,948
In Review Total	\$7,323,377	\$0	\$7,323,377	In Review Total	\$2,133,936
Amount Left	\$3,101,363	\$0	\$3,101,363	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
480-3-0001	Direct	True	1000	110	11A	\$337,500	Task Force Review
480-3-0002	Direct	True	1000	122	11A	\$19,000	Task Force Review
480-3-0003	Direct	True	1000	220	11A	\$27,500	Task Force Review
480-3-0004	Direct	True	1000	260	11A	\$470	Task Force Review
480-3-0005	Direct	True	1000	619	11A	\$5,000	Task Force Review
480-3-0006	Direct	True	2600	629	16	\$5,000	Task Force Review
480-3-0007	Direct	True	2600	621	16	\$625	Task Force Review
480-3-0008	Direct	True	2600	618	7	\$2,500	Task Force Review
480-3-0009	Direct	True	1000	110	11A	\$112,500	Task Force Review
480-3-0010	Direct	True	1000	122	11A	\$22,000	Task Force Review
480-3-0011	Direct	True	1000	220	11A	\$10,200	Task Force Review
480-3-0012	Direct	True	1000	260	11A	\$200	Task Force Review
480-3-0013	Direct	True	1000	619	11A	\$5,000	Task Force Review
480-3-0014	Direct	True	2400	110	11A	\$12,500	Task Force Review
480-3-0015	Direct	True	2400	220	11A	\$900	Task Force Review
480-3-0016	Direct	True	2400	260	11A	\$17	Task Force Review
480-3-0017	Direct	True	2600	629	16	\$6,250	Task Force Review
480-3-0018	Direct	True	2600	622	16	\$12,500	Task Force Review
480-3-0019	Direct	True	2600	619	7	\$2,500	Task Force Review
480-3-0020	Direct	True	1000	110	11A	\$189,500	Task Force Review
480-3-0021	Direct	True	1000	122	11A	\$37,500	Task Force Review
480-3-0022	Direct	True	1000	220	11A	\$17,500	Task Force Review
480-3-0023	Direct	True	1000	260	11A	\$340	Task Force Review
480-3-0024	Direct	True	1000	619	11A	\$5,000	Task Force Review
480-3-0025	Direct	True	2400	110	11A	\$12,500	Task Force Review
480-3-0026	Direct	True	2400	220	11A	\$1,000	Task Force Review
480-3-0027	Direct	True	2400	260	11A	\$17	Task Force Review
480-3-0028	Direct	True	2600	629	16	\$6,250	Task Force Review
480-3-0029	Direct	True	2600	622	16	\$12,500	Task Force Review
480-3-0030	Direct	True	2600	618	7	\$2,500	Task Force Review

480-3-0031	Direct	True	1000	110	11A	\$62,500	Task Force Review
480-3-0032	Direct	True	1000	122	11A	\$43,500	Task Force Review
480-3-0033	Direct	True	1000	220	11A	\$8,050	Task Force Review
480-3-0034	Direct	True	1000	260	11A	\$135	Task Force Review
480-3-0035	Direct	True	1000	619	11A	\$5,000	Task Force Review
480-3-0036	Direct	True	2400	110	11A	\$15,500	Task Force Review
480-3-0037	Direct	True	2400	121	11A	\$9,000	Task Force Review
480-3-0038	Direct	True	2400	220	11A	\$1,850	Task Force Review
480-3-0039	Direct	True	2400	260	11A	\$32	Task Force Review
480-3-0040	Direct	True	2600	629	16	\$3,750	Task Force Review
480-3-0041	Direct	True	2600	622	16	\$7,500	Task Force Review
480-3-0042	Direct	True	2600	619	7	\$2,500	Task Force Review
480-3-0043	Direct	True	1000	110	11A	\$70,000	Task Force Review
480-3-0044	Direct	True	1000	122	11A	\$25,000	Task Force Review
480-3-0045	Direct	True	1000	220	11A	\$7,250	Task Force Review
480-3-0046	Direct	True	1000	260	11A	\$120	Task Force Review
480-3-0047	Direct	True	1000	619	11A	\$5,000	Task Force Review
480-3-0048	Direct	True	2400	110	11A	\$12,500	Task Force Review
480-3-0049	Direct	True	2400	121	11A	\$3,750	Task Force Review
480-3-0050	Direct	True	2400	220	11A	\$1,250	Task Force Review
480-3-0051	Direct	True	2400	260	11A	\$19	Task Force Review
480-3-0052	Direct	True	2600	629	16	\$3,750	Task Force Review
480-3-0053	Direct	True	2600	622	16	\$7,500	Task Force Review
480-3-0054	Direct	True	2600	619	7	\$2,500	Task Force Review
480-3-0055	Direct	True	2600	110	11A	\$93,750	Task Force Review
480-3-0056	Direct	True	1000	122	11A	\$37,500	Task Force Review
480-3-0057	Direct	True	1000	220	11A	\$10,600	Task Force Review
480-3-0058	Direct	True	1000	260	11A	\$200	Task Force Review
480-3-0059	Direct	True	1000	619	11A	\$5,000	Task Force Review
480-3-0060	Direct	True	2400	110	11A	\$6,000	Task Force Review
480-3-0061	Direct	True	2400	121	11A	\$6,250	Task Force Review
480-3-0062	Direct	True	2400	220	11A	\$1,000	Task Force Review
480-3-0063	Direct	True	2400	260	11A	\$14	Task Force Review
480-3-0064	Direct	True	2600	629	16	\$3,750	Task Force Review
480-3-0065	Direct	True	2600	622	16	\$7,500	Task Force Review
480-3-0066	Direct	True	2600	619	7	\$2,500	Task Force Review
480-3-0067	Direct	True	2600	110	11A	\$62,500	Task Force Review
480-3-0068	Direct	True	1000	122	11A	\$37,500	Task Force Review
480-3-0069	Direct	True	1000	220	11A	\$7,600	Task Force Review
480-3-0070	Direct	True	1000	260	11A	\$150	Task Force Review
480-3-0071	Direct	True	1000	619	11A	\$5,000	Task Force Review
480-3-0072	Direct	True	2400	110	11A	\$12,500	Task Force Review

480-3-0073	Direct	True	2400	121	11A	\$3,750	Task Force Review
480-3-0074	Direct	True	2400	220	11A	\$1,250	Task Force Review
480-3-0075	Direct	True	2400	260	11A	\$22	Task Force Review
480-3-0076	Direct	True	2600	629	16	\$3,750	Task Force Review
480-3-0077	Direct	True	2600	622	16	\$7,500	Task Force Review
480-3-0078	Direct	True	2600	619	7	\$2,500	Task Force Review
480-3-0079	Direct	True	1000	110	11A	\$75,000	Task Force Review
480-3-0080	Direct	True	1000	122	11A	\$40,000	Task Force Review
480-3-0081	Direct	True	1000	220	11A	\$8,750	Task Force Review
480-3-0082	Direct	True	1000	260	11A	\$100	Task Force Review
480-3-0083	Direct	True	1000	619	11A	\$5,000	Task Force Review
480-3-0084	Direct	True	2400	110	11A	\$12,500	Task Force Review
480-3-0085	Direct	True	2400	121	11A	\$7,500	Task Force Review
480-3-0086	Direct	True	2400	220	11A	\$1,500	Task Force Review
480-3-0087	Direct	True	2400	260	11A	\$25	Task Force Review
480-3-0088	Direct	True	2600	629	16	\$3,750	Task Force Review
480-3-0089	Direct	True	2600	622	16	\$7,500	Task Force Review
480-3-0090	Direct	True	2600	619	7	\$2,500	Task Force Review
480-3-0091	Direct	False	2600	619	7	\$117,089	Task Force Review
480-3-0092	Direct	False	1000	619	12	\$220,357	Task Force Review
480-3-0093	Direct	False	1000	619	12	\$135,000	Task Force Review
480-3-0094	Direct	False	1000	330	12	\$315,200	Task Force Review
480-3-0095	Direct	False	1000	110	16	\$750,610	Task Force Review
480-3-0096	Direct	False	1000	122	16	\$702,881	Task Force Review
480-3-0097	Direct	False	2400	110	16	\$121,124	Task Force Review
480-3-0098	Direct	False	2400	121	16	\$48,450	Task Force Review
480-3-0099	Direct	False	2600	121	16	\$799,060	Task Force Review
480-3-0100	Direct	False	1000	641	12	\$100,000	Task Force Review
480-3-0101	Direct	False	1000	641	12	\$100,000	Task Force Review
480-3-0102	Direct	False	1000	641	12	\$100,000	Task Force Review
480-3-0103	Direct	False	1000	641	12	\$100,000	Task Force Review
480-3-0104	Direct	False	1000	641	12	\$100,000	Task Force Review
480-3-0105	Direct	False	1000	619	12	\$85,696	Task Force Review
480-3-0106	Direct	False	1000	734	9	\$1,393,974	Task Force Review
480-3-0112	Direct	True	1000	619	12	\$87,000	Task Force Review
480-3-0113	Direct	True	1000	619	12	\$400,000	Task Force Review

Line Item Details

Line Item ID: 480-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

47-02-1000-1110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs at Liberal High School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Liberal High School has 10 teaching staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The teaching staff are certified in Special Education, Social Studies, Math, Science and ESL. The high school will operate summer school from May 31 to June 23, 2022. Other school years may have different dates of operation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$67,500
Budgeted Expenditures in SFY 2023	\$135,000
Budgeted Expenditures in SFY 2024	\$135,000
Total Expenditures	<u>\$337,500</u>

Status

Task Force Review

Line Item ID: 480-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Part-time Non-Certified Salaries

Account Number

47-02-1000-1222-00

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for non-certified staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 9 paraprofessionals working with students during summer school for grades 9-12. Our non-certified staff help the teachers with the facilitation of Edgenuity courses, assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,000
Budgeted Expenditures in SFY 2023	\$8,000
Budgeted Expenditures in SFY 2024	\$8,000
Total Expenditures	<u>\$19,000</u>

Status

Task Force Review

Line Item ID: 480-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-02-1000-2200-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,500
Budgeted Expenditures in SFY 2023	\$11,000
Budgeted Expenditures in SFY 2024	\$11,000
Total Expenditures	\$27,500

Status

Task Force Review

Line Item ID: 480-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-02-1000-2500-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$70
Budgeted Expenditures in SFY 2023	\$200
Budgeted Expenditures in SFY 2024	\$200
Total Expenditures	\$470

Status

Task Force Review

Line Item ID: 480-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instructional

Account Number

47-02-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies that will be needed for summer learning courses that may include consumable classroom supplies.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	\$5,000

Status

Task Force Review

Line Item ID: 480-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Water Utilities

Account Number

47-02-2600-4110-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

629 - Other

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Liberal High School. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation of Liberal High School during the summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	\$5,000

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

Gas Utilities

Account Number

47-02-2600-6210-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

621 - Natural Gas (gas utility services e.g. heating)

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Liberal High School. This line item represents the cost of gas utilities for the operation of the high school boiler room and water heaters during the period May 31 to June 23 for the summer learning and enrichment program. Being able to provide warm water is critical to motivating students to continue to practice frequent hand washing and is necessary for the kitchens as they provide 1 meal daily during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$125
Budgeted Expenditures in SFY 2023	\$250
Budgeted Expenditures in SFY 2024	\$250
Total Expenditures	<u>\$625</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

Supplies-Custodial

Account Number

47-02-2600-6180-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

618 - Cleaning Supplies and Chemicals

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school.

Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

47-03-1000-1110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs at Seymour Rogers Middle School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Seymour Rogers Middle School has 14 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The teaching staff are certified in Special Education, Social Studies, Math, Science and ESL.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$22,500
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$45,000
Total Expenditures	<u>\$112,500</u>

Status

Task Force Review

Line Item ID: 480-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Part-time Non-Certified Salaries

Account Number

47-03-1000-1222-00

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 9 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,000
Budgeted Expenditures in SFY 2023	\$9,000
Budgeted Expenditures in SFY 2024	\$9,000
Total Expenditures	<u>\$22,000</u>

Status

Task Force Review

Line Item ID: 480-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-03-1000-2200-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,000
Budgeted Expenditures in SFY 2023	\$4,100
Budgeted Expenditures in SFY 2024	\$4,100
Total Expenditures	<u>\$10,200</u>

Status

Task Force Review

Line Item ID: 480-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-03-1000-2500-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$40
Budgeted Expenditures in SFY 2023	\$80
Budgeted Expenditures in SFY 2024	\$80
Total Expenditures	<u>\$200</u>

Status

Task Force Review

Line Item ID: 480-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instructional

Account Number

47-03-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies that will be needed for summer learning courses that may include consumable classroom supplies.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$5,000</u>

Status

Task Force Review

Line Item ID: 480-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries - Admin

Account Number

47-03-2400-1110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Seymour Rogers Middle School Lead Teacher during the May 31 to June 23 time period of Summer School. The instructional coach provides development and coordination of the summer school program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,500
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$12,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-03-2400-2200-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for the Lead Teacher during summer school who provides development and coordination of the summer school program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$150
Budgeted Expenditures in SFY 2023	\$375
Budgeted Expenditures in SFY 2024	\$375
Total Expenditures	<u>\$900</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

Unemployment Ins

Account Number

47-03-2400-2500-00

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the State Unemployment Tax for the Lead Teacher during summer school who provides development and coordination of the summer school program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3
Budgeted Expenditures in SFY 2023	\$7
Budgeted Expenditures in SFY 2024	\$7
Total Expenditures	<u>\$17</u>

Status

Task Force Review

Line Item ID: 480-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Water Utilities

Account Number

47-03-2600-6180-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

629 - Other

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,250
Budgeted Expenditures in SFY 2023	\$2,500
Budgeted Expenditures in SFY 2024	\$2,500
Total Expenditures	<u>\$6,250</u>

Status

Task Force Review

Line Item ID: 480-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Electric Utilities

Account Number

47-03-2600-6220-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

622 - Electricity

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of electricity that will occur based on continued operation during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,500
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$12,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Custodial

Account Number

47-03-2600-6190-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

619 - Other Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

47-04-1000-1110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs at Eisenhower Middle School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Eisenhower Middle School has 12 certified staff specializing in ELA and math who provide support for students through small learning groups, cohorts, and 1:1 as needed. Eisenhower Middle School is serving grades 6-8. Summer school will take place May 31- June 23.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$37,500
Budgeted Expenditures in SFY 2023	\$76,000
Budgeted Expenditures in SFY 2024	\$76,000
Total Expenditures	<u>\$189,500</u>

Status

Task Force Review

Line Item ID: 480-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Part-time Non-Certified Salaries

Account Number

47-04-1000-1222-00

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 9 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,500
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$37,500</u>

Status

Task Force Review

Line Item ID: 480-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-04-1000-2200-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,500
Budgeted Expenditures in SFY 2023	\$7,000
Budgeted Expenditures in SFY 2024	\$7,000
Total Expenditures	<u>\$17,500</u>

Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 480-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-04-1000-2500-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$70
Budgeted Expenditures in SFY 2023	\$135
Budgeted Expenditures in SFY 2024	\$135
Total Expenditures	\$340

Status

Task Force Review

Line Item ID: 480-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instructional

Account Number

47-04-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies that will be needed for summer learning courses that may include consumable classroom supplies.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	\$5,000

Status

Task Force Review

Line Item ID: 480-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries - Admin

Account Number

47-04-2400-1110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Eisenhower Middle School Instructional Coach during the May 31 to June 23 time period of Summer School. The instructional coach provides development and coordination of the summer school program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,500
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$12,500</u>

Status

Task Force Review

Line Item ID: 480-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-04-2400-2200-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for the instructional coach during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$200
Budgeted Expenditures in SFY 2023	\$400
Budgeted Expenditures in SFY 2024	\$400
Total Expenditures	<u>\$1,000</u>

Status

Task Force Review

Line Item ID: 480-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-04-2400-2500-00

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for the instructional coach during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3
Budgeted Expenditures in SFY 2023	\$7
Budgeted Expenditures in SFY 2024	\$7
Total Expenditures	<u>\$17</u>

Status

Task Force Review

Line Item ID: 480-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Water Utilities

Account Number

47-04-2600-6180-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

629 - Other

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,250
Budgeted Expenditures in SFY 2023	\$2,500
Budgeted Expenditures in SFY 2024	\$2,500
Total Expenditures	<u>\$6,250</u>

Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 480-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Electric Utilities

Account Number

47-04-2600-6220-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

622 - Electricity

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Eisenhower Middle School. This line item represents the additional cost of electricity that will occur based on continued operation of Eisenhower Middle School during the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,500
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$12,500</u>

Status

Task Force Review

Line Item ID: 480-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Custodial

Account Number

47-04-2600-6180-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

618 - Cleaning Supplies and Chemicals

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

47-07-1000-1110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs at Mac Arthur Elementary School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Mac Arthur Elementary School has 8 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows:

- 1 - Kindergarten Teacher
- 1 - 1st Grade Teacher
- 1 - 2nd/3rd Grade Teacher
- 1 - 5th Grade Teacher
- 2 - part-time PE Teachers (each working 1/2 of summer school)
- 1 - part-time Counselor (works 2 weeks)
- 1 - sub as needed

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$12,500
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	\$62,500

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

Part-time Non-Certified Salaries

Account Number

47-07-1000-1222-00

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Non-Certified Staff: 11 Full-time Non-Certified

- 1 - 4th Grade Para
- 2 - Library
- 2 - Kindergarten Paras
- 2 - 1st Grade Paras
- 2 - 2nd/3rd Grade Paras
- 1 - 4th Grade Para
- 1 - 5th Grade Para

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$8,500
Budgeted Expenditures in SFY 2023	\$17,500
Budgeted Expenditures in SFY 2024	\$17,500
Total Expenditures	<u>\$43,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-07-1000-2200-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,650
Budgeted Expenditures in SFY 2023	\$3,200
Budgeted Expenditures in SFY 2024	\$3,200
Total Expenditures	<u>\$8,050</u>

Status

Task Force Review

Line Item ID: 480-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-07-1000-2500-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15
Budgeted Expenditures in SFY 2023	\$60
Budgeted Expenditures in SFY 2024	\$60
Total Expenditures	<u>\$135</u>

Status

Task Force Review

Line Item ID: 480-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instructional

Account Number

47-07-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$5,000</u>

Status

Task Force Review

Line Item ID: 480-3-0036

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries - Admin

Account Number

47-07-2400-1110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Mac Arthur Middle School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,000
Budgeted Expenditures in SFY 2023	\$6,250
Budgeted Expenditures in SFY 2024	\$6,250
Total Expenditures	<u>\$15,500</u>

Status

Task Force Review

Line Item ID: 480-3-0037

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Non-Certified Salaries - Sec

Account Number

47-07-2400-1211-00

Function Code

2400 - Support Services (School Administration)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Mac Arthur Middle School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,000
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$3,500
Total Expenditures	<u>\$9,000</u>

Status

Task Force Review

Line Item ID: 480-3-0038

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-07-2400-2200-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Mac Arthur Middle School. This line item represents the employer FICA contribution (social security and medicare employer costs) for both the Lead Teacher and school secretary during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$400
Budgeted Expenditures in SFY 2023	\$725
Budgeted Expenditures in SFY 2024	\$725
Total Expenditures	<u>\$1,850</u>

Status

Task Force Review

Line Item ID: 480-3-0039

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-07-2400-2500-00

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the Lead Teacher and school secretary during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4
Budgeted Expenditures in SFY 2023	\$14
Budgeted Expenditures in SFY 2024	\$14
Total Expenditures	<u>\$32</u>

Status

Task Force Review

Line Item ID: 480-3-0040

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Water Utilities

Account Number

47-07-2600-6180-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

629 - Other

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$750
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$3,750</u>

Status

Task Force Review

Line Item ID: 480-3-0041

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Electric Utilities

Account Number

47-07-2600-6220-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

622 - Electricity

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Mac Arthur Middle School. This line item represents the additional cost of electricity that will occur based on continued operation of Mac Arthur Middle School during the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	<u>\$7,500</u>

Status

Task Force Review

Line Item ID: 480-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Custodial

Account Number

47-07-2600-6190-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

619 - Other Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

47-08-1000-1110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes conducted June 8- June 30. Prairie View Elementary School has 9 certified staff who are all ESL certified teachers and are placed in the grade level of expertise. These teachers provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows:

Certified Staff: 9 teachers

K - 1 teacher

1st grade - 1 teacher

2nd grade - 2 teachers

3rd grade - 2 teachers

4th grade - 2 teachers

5th grade - 1 teacher

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$14,000
Budgeted Expenditures in SFY 2023	\$28,000
Budgeted Expenditures in SFY 2024	\$28,000
Total Expenditures	<u>\$70,000</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

Part-time Non-Certified Salaries

Account Number

47-08-1000-1222-00

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 8 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Classified Staff: 8

K - 1 para

1st grade - 1 para

2nd grade - 1 para

3rd grade - 2 paras

4th grade - 2 paras

5th grade - 1 para

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$5,000
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Budgeted Expenditures in SFY 2023	\$10,000
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Budgeted Expenditures in SFY 2024	\$10,000
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Total Expenditures	\$25,000
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Status

Task Force Review

Line Item ID: 480-3-0045

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-08-1000-2200-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,450
Budgeted Expenditures in SFY 2023	\$2,900
Budgeted Expenditures in SFY 2024	\$2,900
Total Expenditures	<u>\$7,250</u>

Status

Task Force Review

Line Item ID: 480-3-0046

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-08-1000-2500-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prairie View Elementary School with approximately 9 certified staff and approximately 8 paraprofessionals. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20
Budgeted Expenditures in SFY 2023	\$50
Budgeted Expenditures in SFY 2024	\$50
Total Expenditures	<u>\$120</u>

Status

Task Force Review

Line Item ID: 480-3-0047

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instructional

Account Number

47-08-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	\$5,000

Status

Task Force Review

Line Item ID: 480-3-0048

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries - Admin

Account Number

47-08-2400-1110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for Lead Teacher who provides development and coordination of the summer school program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,500
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	\$12,500

Status

Task Force Review

Line Item ID: 480-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Non-Certified Salaries - Sec

Account Number

47-08-2400-1211-00

Function Code

2400 - Support Services (School Administration)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Prairie View Elementary School Secretary during the June 8 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$750
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$3,750</u>

Status

Task Force Review

Line Item ID: 480-3-0050

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-08-2400-2200-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prairie View Elementary School with approximately 9 certified staff and approximately 8 paraprofessionals. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$250
Budgeted Expenditures in SFY 2023	\$500
Budgeted Expenditures in SFY 2024	\$500
Total Expenditures	<u>\$1,250</u>

Status

Task Force Review

Line Item ID: 480-3-0051

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-08-2400-2500-00

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the Lead Teacher and school secretary during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5
Budgeted Expenditures in SFY 2023	\$7
Budgeted Expenditures in SFY 2024	\$7
Total Expenditures	<u>\$19</u>

Status

Task Force Review

Line Item ID: 480-3-0052

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Water Utilities

Account Number

47-08-2600-6180-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

629 - Other

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$750
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$3,750</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Electric Utilities

Account Number

47-08-2600-6220-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

622 - Electricity

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prarieview Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the elementary school lights, equipment and hvac system during the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	<u>\$7,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Custodial

Account Number

47-08-2600-6190-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

619 - Other Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school.

Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

47-11-1000-1110-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes June 6-30. Meadowlark Elementary School has 11 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows:

1 -Kinder, 2 -1st grade, 2 -2nd grade, 2 -3rd grade, 2 -4th grade, 2 -5th grade,

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$18,750
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Budgeted Expenditures in SFY 2023	\$37,500
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Budgeted Expenditures in SFY 2024	\$37,500
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Total Expenditures	<u>\$93,750</u>
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Status

Task Force Review

Line Item ID: 480-3-0056

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Part-time Non-Certified Salaries

Account Number

47-11-1000-1222-00

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,500
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$37,500</u>

Status

Task Force Review

Line Item ID: 480-3-0057

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-11-1000-2200-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,100
Budgeted Expenditures in SFY 2023	\$4,250
Budgeted Expenditures in SFY 2024	\$4,250
Total Expenditures	\$10,600

Status

Task Force Review

Line Item ID: 480-3-0058

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-11-1000-2500-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$40
Budgeted Expenditures in SFY 2023	\$80
Budgeted Expenditures in SFY 2024	\$80
Total Expenditures	\$200

Status

Task Force Review

Line Item ID: 480-3-0059

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instructional

Account Number

47-11-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$5,000</u>

Status

Task Force Review

Line Item ID: 480-3-0060

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries - Admin

Account Number

47-11-2400-1110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

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

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Non-Certified Salaries - Sec

Account Number

47-11-2400-1211-00

Function Code

2400 - Support Services (School Administration)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,250
Budgeted Expenditures in SFY 2023	\$2,500
Budgeted Expenditures in SFY 2024	\$2,500
Total Expenditures	<u>\$6,250</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

Social Security

Account Number

47-11-2400-2200-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Meadowlark Elementary School with approximately 11 certified staff and approximately 10 paraprofessionals. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$200
Budgeted Expenditures in SFY 2023	\$400
Budgeted Expenditures in SFY 2024	\$400
Total Expenditures	<u>\$1,000</u>

Status

Task Force Review

Line Item ID: 480-3-0063

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-11-2400-2500-00

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the Lead Teacher and school secretary during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2
Budgeted Expenditures in SFY 2023	\$6
Budgeted Expenditures in SFY 2024	\$6
Total Expenditures	<u>\$14</u>

Status

Task Force Review

Line Item ID: 480-3-0064

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Water Utilities

Account Number

47-11-2600-6180-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

629 - Other

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$750
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$3,750</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Electric Utilities

Account Number

47-11-2600-6220-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

622 - Electricity

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Meadowlark Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	<u>\$7,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Custodial

Account Number

47-11-2600-6190-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

619 - Other Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,500</u>

Status

Task Force Review

Line Item ID: 480-3-0067

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

47-27-1000-1110-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Cottonwood Elementary School has 8 certified staff: 1- K, 1-1st, 1-2nd, 1-1st&2nd, 1-3rd, 1-4th, 1-5th, 1-PE who provide support for students through small learning groups, cohorts, and 1:1 as needed

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$12,500
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	<u>\$62,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Part-time Non-Certified Salaries

Account Number

47-27-1000-1222-00

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,500
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$37,500</u>

Status

Task Force Review

Line Item ID: 480-3-0069

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-27-1000-2200-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$3,050
Budgeted Expenditures in SFY 2024	\$3,050
Total Expenditures	<u>\$7,600</u>

Status

Task Force Review

Line Item ID: 480-3-0070

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-27-1000-2500-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$30
Budgeted Expenditures in SFY 2023	\$60
Budgeted Expenditures in SFY 2024	\$60
Total Expenditures	<u>\$150</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

Supplies-Instructional

Account Number

47-27-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$5,000</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

Certified Salaries - Admin

Account Number

47-27-2400-1110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. This line item represents the salary for Lead Teacher who provides development and coordination of the summer school program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,500
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$12,500</u>

Status

Task Force Review

Line Item ID: 480-3-0073

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Non-Certified Salaries - Sec

Account Number

47-27-2400-1211-00

Function Code

2400 - Support Services (School Administration)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$750
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$3,750</u>

Status

Task Force Review

Line Item ID: 480-3-0074

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-27-2400-2200-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$250
Budgeted Expenditures in SFY 2023	\$500
Budgeted Expenditures in SFY 2024	\$500
Total Expenditures	<u>\$1,250</u>

Status

Task Force Review

Line Item ID: 480-3-0075

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-27-2400-2500-00

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the state unemployment costs for both the Lead Teacher and School Secretary during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2
Budgeted Expenditures in SFY 2023	\$10
Budgeted Expenditures in SFY 2024	\$10
Total Expenditures	<u>\$22</u>

Status

Task Force Review

Line Item ID: 480-3-0076

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Water Utilities

Account Number

47-27-2600-6180-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

629 - Other

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$750
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$3,750</u>

Status

Task Force Review

Line Item ID: 480-3-0077

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Electric Utilities

Account Number

47-27-2600-6220-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

622 - Electricity

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	<u>\$7,500</u>

Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 480-3-0078

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Custodial

Account Number

47-27-2600-6190-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

619 - Other Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,500</u>

Status

Task Force Review

Line Item ID: 480-3-0079

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

47-28-1000-1110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes from June 6-30 for grades 2-5. Sunflower Elementary School has 7 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,000
Budgeted Expenditures in SFY 2023	\$30,000
Budgeted Expenditures in SFY 2024	\$30,000
Total Expenditures	<u>\$75,000</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

Part-time Non-Certified Salaries

Account Number

47-28-1000-1222-00

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 6 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$8,000
Budgeted Expenditures in SFY 2023	\$16,000
Budgeted Expenditures in SFY 2024	\$16,000
Total Expenditures	\$40,000

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

Social Security

Account Number

47-28-1000-2200-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teachers and paraprofessionals during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,750
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$3,500
Total Expenditures	<u>\$8,750</u>

Status

Task Force Review

Line Item ID: 480-3-0082

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-28-1000-2500-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50
Budgeted Expenditures in SFY 2024	\$50
Total Expenditures	<u>\$100</u>

Status

Task Force Review

Line Item ID: 480-3-0083

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instructional

Account Number

47-28-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents consumable classroom supplies needed for summer learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$5,000</u>

Status

Task Force Review

Line Item ID: 480-3-0084

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries - Admin

Account Number

47-28-2400-1110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Sunflower Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,500
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$12,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Non-Certified Salaries - Sec

Account Number

47-28-2400-1211-00

Function Code

2400 - Support Services (School Administration)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Sunflower Elementary School School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	<u>\$7,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

47-28-2400-2200-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$300
Budgeted Expenditures in SFY 2023	\$600
Budgeted Expenditures in SFY 2024	\$600
Total Expenditures	<u>\$1,500</u>

Status

Task Force Review

Line Item ID: 480-3-0087

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Ins

Account Number

47-28-2400-2500-00

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the State Unemployment Tax for both the Lead Teacher and School Secretary during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5
Budgeted Expenditures in SFY 2023	\$10
Budgeted Expenditures in SFY 2024	\$10
Total Expenditures	<u>\$25</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

Water Utilities

Account Number

47-28-2600-6180-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

629 - Other

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$750
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$3,750</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Electric Utilities

Account Number

47-28-2600-6220-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

622 - Electricity

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	<u>\$7,500</u>

Status

Task Force Review

Line Item ID: 480-3-0090

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Custodial

Account Number

47-28-2600-6190-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

619 - Other Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,500</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Supplies - Custodial

Account Number

47-31-2600-6190-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

619 - Other Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

COVID-19 health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels at a district wide level. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$25,000
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$42,089
Total Expenditures	<u>\$117,089</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

Supplies - Instructional

Account Number

47-31-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchase and implementation of Amplify products which provides a system of assessments to provide data analysis, reading assessments, lesson generating and sequencing to provide teachers with targeted instruction for students. The program provides resources for teaching phonological awareness, phonics, fluency, vocabulary, comprehension, with the addition of technology and student goal setting which provides the instructional tools needed to address COVID - 19 related learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$127,879
Budgeted Expenditures in SFY 2024	\$92,478
Total Expenditures	<u>\$220,357</u>

Status

Task Force Review

Line Item ID: 480-3-0093

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Supplies- Instructional

Account Number

47-31-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

This line item is for the purchase and implementation of the Kagan cooperative learning strategies which are researched based and effective with at-risk student populations. The instructional strategies promote cooperation and communication across the classroom to engage all students and to target and respond to students academic needs while addressing COVID-19 related learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$135,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$135,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Professional development

Account Number

47-31-1000-3280-00

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

The primary goals for USD 480's personalized learning instruction is to promote enhancements in educator practice specifically to address the learning loss suffered by the students as a result of the COVID-19 pandemic. We are currently in year 1 of a 3 year personalized learning project with Education Elements. This line item supports the following outcomes for years 2 and 3:

- Assessing personalized learning implementation and providing recommendations for improvement
- Adjusting and aligning instruction and support for personalized learning
- Targeted professional development
- Implementation of an equity by design framework to assist administrators and staff in providing responsive support.

Education Elements will provide monthly leadership calls, onsite professional development in the fall and spring based on assessment of implementation fidelity and student learning performance, capacity building training for administrators to support personalized learning implementation, and district leadership team strategy sessions.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$157,600
Budgeted Expenditures in SFY 2024	\$157,600
Total Expenditures	\$315,200

Status

Task Force Review

Line Item Comment from KSDE

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Certified Instructional

Account Number

47-31-1000-1110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

The District is seeking retention incentive pay to retain employees in all categories which include approximately 400 Certified, 400 Classified and 30 Administrative staff members. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff at all levels is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$500,213
Budgeted Expenditures in SFY 2024	\$250,397
Total Expenditures	\$750,610

Status

Task Force Review

Line Item ID: 480-3-0096

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Classified Instructional

Account Number

47-31-1000-1222-00

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

The District is seeking retention incentive pay to retain employees in all categories which include approximately 400 Certified, 400 Classified and 30 Administrative staff members. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff at all levels is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$468,638
Budgeted Expenditures in SFY 2024	\$234,243
Total Expenditures	\$702,881

Status

Task Force Review

Line Item ID: 480-3-0097

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Certified Administrative

Account Number

47-31-2400-1110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive pay to retain employees. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$80,737
Budgeted Expenditures in SFY 2024	\$40,387
Total Expenditures	<u>\$121,124</u>

Status

Task Force Review

Line Item ID: 480-3-0098

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Classified Administrative

Account Number

47-31-2400-1211-00

Function Code

2400 - Support Services (School Administration)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive pay to retain employees. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$32,295
Budgeted Expenditures in SFY 2024	\$16,155
Total Expenditures	<u>\$48,450</u>

Status

Task Force Review

Line Item ID: 480-3-0099

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Classified Non Instructional

Account Number

47-31-2600-1214-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive pay to retain employees. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$532,867
Budgeted Expenditures in SFY 2024	\$266,193
Total Expenditures	<u>\$799,060</u>

Status

Task Force Review

Line Item ID: 480-3-0100

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Supplies - Books

Account Number

47-27-1000-6410-00

Function Code

1000 - Instruction

Object Code

641 - Books

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$100,000

Status

Task Force Review

Line Item ID: 480-3-0101

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Supplies - Books

Account Number

47-07-1000-6410-00

Function Code

1000 - Instruction

Object Code

641 - Books

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$100,000</u>

Status

Task Force Review

Line Item ID: 480-3-0102

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Supplies - Books

Account Number

47-11-1000-6410-00

Function Code

1000 - Instruction

Object Code

641 - Books

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

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	\$100,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$100,000
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Status

Task Force Review

Line Item ID: 480-3-0103

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Supplies - Books

Account Number

47-08-1000-6410-00

Function Code

1000 - Instruction

Object Code

641 - Books

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$100,000</u>

Status

Task Force Review

Line Item ID: 480-3-0104

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Supplies - Books

Account Number

47-28-1000-6410-00

Function Code

1000 - Instruction

Object Code

641 - Books

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$100,000</u>

Status

Task Force Review

Line Item ID: 480-3-0105

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instructional

Account Number

47-10-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

The parents of Pre-K students in Liberal, KS were challenged with caring for their children at home during the COVID-19 pandemic without the essential services they relied on the District to provide. As a Title I school district with a high percentage of at-risk youth, the District has recognized the importance of addressing learning loss at a very young age. This line item is for the purchase of Get Set for School, which is a research proven and expert backed pre-k program to develop the foundational skills and track overall academic success of students with a scaffolded approach to instruction, new lessons and concepts that engage students in a hands-on manner with purposeful play, active engagement and custom manipulatives.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$85,696
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$85,696</u>

Status

Task Force Review

Line Item ID: 480-3-0106

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameComputer Related Equipment-Audio
Visual**Account Number**

47-31-1000-7340-00

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

The COVID-19 pandemic is prompting many school districts to abruptly and comprehensively adopt online learning, remote learning, and other activities to help contain the spread of the virus. A wide range of new applications and technologies to support student success are now available and may prove invaluable to help students adapt to fully remote learning. This line item is for Interactive display technology which is a wall mounted electronic panel (like a flat screen tv) that can function as a simple whiteboard or interact as a computer. SMART displays work with UVC webcams, Zoom, Google Meet™, Microsoft Teams™ and more. You can share screens in these applications and enhance remote learning with digital ink and lesson-delivery tools (like Spotlight) to focus students' attention. This technology can be used in every classroom, interacts with student laptops and transitions well to remote learning. The technology behind the interactive display integrates the teachers whiteboard device with student computing devices providing access, interaction and communication (even in remote learning situations and in support of social distancing)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,393,974
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,393,974</u>

Status

Task Force Review

Line Item ID: 480-3-0112

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instructional

Account Number

47-31-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

The Covid pandemic brought to light significant learning challenges for families of ELLs that resulted in academic and achievement gaps. Some of those challenges included a lack of access to digital devices and internet connectivity; families limited capacity to support online learning; school and family language barriers; and inadequate online learning resources and training for teachers. The school closures resulted in significant issues to provide a robust academic curriculum for ELLs. Every student learns differently and having to adapt to a hybrid and online learning environment was a challenge for many students, specifically ELLs. This line item is for the purchase of iLit targeting secondary English language learners to help them as they try to recover from COVID related learning loss. This program uses assessment paired with progress monitoring to target instruction and set goals for students based on instructional needs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$87,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$87,000</u>

Status

Task Force Review

Line Item ID: 480-3-0113

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instructional

Account Number

47-31-1000-6190-00

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchase of Student Home Learning kits targeting students disproportionately impacted by the pandemic and who suffered the most due to lost instructional time and a lack of preparedness for remote learning. The Home Learning Kits will be targeted for and especially benefit students from low income families, students of color, English learners, children with disabilities, migratory students, students in foster care and students experiencing homelessness. Kits will be appropriately designed for each level of student. The number of students to serve is estimated to be between 250 -350 each year district wide. The kits will be based on individual needs and could include the following: Horizons Math Manipulatives Kit for Grades K - 3, Elementary Mathematics Manipulatives Kit Grades K-5, LIFEPAC Grade 11 Manipulatives Kit, Tools of the Mind Kindergarten Math and/or Literacy Kit, and Lakeshore Learning Science Activity Tubs Grades 1-3. These kits include engaging, standards based activities covering core curriculum areas such as math, language, science, social studies and arts & crafts.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$200,000
Budgeted Expenditures in SFY 2024	\$200,000
Total Expenditures	<u>\$400,000</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0487

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>
Herington	19 North Broadway, Herington, KS 674492430	19 North Broadway, Herington, KS 674492430
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Donalyn Biehler	dbiehler@usd487.org	(785) 258-2263

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Donalyn Biehler	Superintendent	dbiehler@usd487.org	(785) 258-2263
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Robyn Heitfield		robynh@usd487.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/ucrw>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The district has, and will continue, to utilize funds to provide the following items to implement prevention and mitigation strategies: appropriate PPE to staff, students, and visitors, purchasing additional supplies to sanitize/clean facilities and vehicles, and coverage of increased nurse wages and benefits created by the need to contact trace throughout the COVID-19 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

The Superintendent holds regular monthly meetings with a group of students representing their respective schools. This group has been consulted numerous times during conversations with the Superintendent about how to best meet the students' needs (as they perceive them) throughout the pandemic. Students also responded to a survey released to all stakeholders in the community. Those students told us they wanted more field trips and more recess. USD 487: students identified as Migrant =0, EL=0, Incarcerated=0, homeless=3. Our homeless students are often "doubled up". In these instances, we reached out to the multiple families living in one household by mail, and asked for input from the household. We followed this request up with a phone call to the number listed on each student's demographic information. When no contact was possible through these avenues, we used emergency contact numbers listed for each student to make contact and gather potential input. Respondents were encouraged to reach out by mail, phone, email, or in person at the district office to provide feedback. Unfortunately, no input was received from these three individuals. Funds will be utilized for transportation costs (we are seating students farther apart on transportation which sometimes necessitates additional buses and drivers being utilized for field trips). Our transportation structure also allows all students access to attend school daily. We transport all students so that lack of reliable (or any) transportation is not a barrier to school attendance.

Families

Families have been consulted through the existing Site Council process, and have had the opportunity to respond to surveys released by the district that allow for families to express their perceived needs. Survey responses were reviewed and considered before constructing portions of the ESSER III application. 52 parents responded to our survey. Parents of students in our schools also responded in categories such as Tribe member, foster care, and student with a disability. Overall perceived needs from parents were: Adding behavioral supports, instructional materials, expanding mental health, and offering teachers for Professional Development. After school and summer school programming, were also listed as somewhat important by the majority of our parent respondents. The district is addressing these needs in the following ways: Summer school programming provided, after school programming provided, curricular materials updated (with an emphasis on efficacy and access to intervention materials within the curriculum), Continuation of the Mental Health Initiative while looking to increase our Counseling staff by 1 member, and ensuring teachers receive on-going professional development in Mental Health first aid and other opportunities focused on the social/emotional well-being of staff and students. USD 487: students identified as Migrant =0, EL=0, Incarcerated=0, homeless=3. Our homeless students are often "doubled up". In these instances, we reached out to the multiple families living in one household by mail, and asked for input from the household. We followed this request up with a phone call to the number listed on each student's demographic information. When no contact was possible through these avenues, we used emergency contact numbers listed for each student to make contact and gather potential input. Respondents were encouraged to reach out by mail, phone, email, or in person at the district office to provide feedback. Unfortunately, no input was received from these three individuals.

School and District Administrators including Special Education Administration

Special education administration has consulted with district leadership to discuss how best to meet the needs of our identified students. Those needs that may have been previously addressed by our local Cooperative and their available funds, will now be considered by the district for the benefit of the identified students being served in our individual district. Building level leaders meet weekly with district administration to express current needs. When needs can be addressed through ESSER funding categories, these are included in the application.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Staff members were given access to the survey released to other stakeholders. Their general responses indicated needs in the following areas: additional personnel and support staff for academic intervention, additional personnel and staff to support behavioral interventions, additional instructional materials and resources to meet students' needs, and after school programming. The teacher's union leadership was consulted regarding ESSER expenditures. Their requests echoed those of staff member general responses. The district is responding to these perceived needs by including Summer school, after school programming, curricular updates, and the consideration of additional staff (counseling, instructional aides, etc.).

Tribes

9 students identified as a member of a Native American tribe. The parents of these students were contacted by letter to express their individual thoughts/perceptions about the educational needs of their children. None of those families returned a response to the letter. There were 3 individuals who identified as tribe members in the online stakeholder survey released by the district. Those 3 individuals cited the following areas of need: Sanitizing of facilities to continue protecting students during the Pandemic, expanding the offerings of extra-curricular activities, providing additional instructional materials and resources that are more culturally sensitive and constructed to meet the needs of diverse learners, increased personnel to address the academic and behavioral needs of students.

Civil Rights Organization including Disability Rights Organizations

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

ACLU-Kansas, KS Human Rights Commission, KS Action for Children, Disability Rights Center of Kansas, KS-NAACP, and KS Disability Resources and Advocacy Organizations.

Survey Link: <https://forms.gle/LcWgUMyu9FKVjBWPA>

We did hear back from the Disability Rights Center of Kansas. Their written response is included here:

The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally prior to the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic. Feel free to contact me at 785-273-8697, ext. 117 if you have any questions or require any additional information concerning our position on this issue. Lane Williams Legal Director Disability Rights Center of Kansas (DRC) 214 SW 6th Ave., Suite 100 Topeka, KS. 66603 785-273-9661, X117 1-877-776-1541 lane@drckansas.org

In response, we have implemented the following supports which we believe will benefit all populations of our students:

- *Summer School opportunities for all students in grades K-11th
- *After school opportunities for all students in grades K-5
- *Increased staffing/support for students not reaching grade level outcomes in grades K-8
- *Expanded social emotional learning and mental health services
- * Offering more teacher professional development to support teacher growth
- *Credit recovery opportunities for students in grades 9-12
- *Increased investments in curricular and intervention materials to address specific, academic skill deficits

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

See above response.

Parents of students in the Foster care system listed the following as their top priorities to meet the needs of the students in their households: Summer school, after school, expand social/emotional learning and supports. Other items of importance to this group were: additional behavioral supports/staff, and more professional development for teachers.

In response, we have implemented the following supports:

- *Summer School opportunities for all students in grades K-11th
- *After school opportunities for all students in grades K-5
- *Increased staffing/support for students exhibiting increased social/emotional needs
- *Expanded social emotional learning and mental health services
- * Offering more teacher professional development to support teacher growth

USD 487: students identified as Migrant =0, EL=0, Incarcerated=0, homeless=3. Our homeless students are often "doubled up". In these instances, we reached out to the multiple families living in one household by mail, and asked for input from the household. We followed this request up with a phone call to the number listed on each student's demographic information. When no contact was possible through these avenues, we used emergency contact numbers listed for each student to make contact and gather potential input. Respondents were encouraged to reach out by mail, phone, email, or in person at the district office to provide feedback. Unfortunately, no input was received from these three individuals.

Provide the public the opportunity to provide input and take such input into account

Board of Education meeting agendas are made public, and the proceedings each month are open to the public. These agendas occasionally contain items that speak to the ESSER funding previously received/expended or still available to the district. The public can take any of these opportunities to speak to the Board of Education about how funds have been expended or how they are being proposed to be spent.

A survey was provided to all stakeholders at the following URL: <https://forms.gle/LcWgUMyu9FKVjBWPA>
Their input was categorized and addressed in the preceding questions. Some individual responses not previously discussed listed the following items for consideration:

- *Safe Routes to School
- *Parent Education
- *MS staffing
- *Calming zone for students
- *Improve outdoor play areas
- *Be Transparent (No CRT or SEL)
- *Boys and Girls Club
- *Expand mental health and child care opportunities
- *Summer School and After school tutoring

The district has responded to the above suggestions that are allowable uses for ESSER III funds. Some of the ideas generated above, are other Federal programs or can be addressed with other funds available to the district.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has created substantial learning loss in a large cross-section of our student body. Elementary student reading scores generally held to levels of loss no more significant than a Summer Break. Middle and High school reading scores dropped substantially more than that. Beginning the 2021 school year, only 50% of our Middle school students were reading at or above grade level. Mid-year (Dec. 2020 scores) indicated that 73% of our Middle school students were reading at or above grade level. HS reading scores were similar in trend to the Middle school data. Math scores across all three buildings in the district were in the 60%-70% range in December of 2020. Beginning the 2021 school year, the largest loss recorded (by any of the three buildings) in this curricular area was approximately 5%. The HS drop out rate skyrocketed in the Spring of 2020. It continued to climb in the Spring of 2021 and is still much higher than anticipated in the current year. Students identified as having special needs are disproportionately dropping out of High School. Our current HS special needs population is 23 students. That is approximately 18% of our total HS enrollment. Parents, staff and State level advocacy groups have expressed concerns for students with special needs. Based on their input, the district is planning to provide targeted, on-going support throughout the school year, with an emphasis on addressing learning loss for this sub-group of students. The district will also be offering after-school and summer-school programming for the next two years with the support of ESSER funds.

Strategy: Implementation of Advisory Period to for connection with students and increase attendance.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Summer learning opportunities will be offered for students in grades Kindergarten through 11. The structure of these programs will vary based on student need and staffing availability. The proposed plan has Elementary students attending Monday through Thursday of each week from 7:45a.m.-1:00 p.m. Secondary level students will attend Tuesday through Thursday of each week from 9:00a.m.-12:00 p.m. All summer learning opportunities will be offered for a minimum of 4 weeks.

After school learning opportunities will be structured for students in grades Kindergarten through 5th grade. Students will attend Monday-Thursday from 3:45-5:15 for at least 110 days of the school year. Programming will be based on student performance and progress through our MTSS structure during the regular school day.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Remaining funds will be utilized to purchase updated ELA curriculum that includes Evidence-based intervention/remediation resources for teachers to utilize with students. This is based on the scores reported earlier in our application that indicate a learning loss in the area of reading/language arts specifically. The district will also be requesting the purchase of updated Social Science curriculum. The far-reaching impact of low vocabulary development certainly shows up in our Social Science classrooms. Students are also utilizing these courses to develop their Civic Engagement skills. Throughout the Pandemic, students reported feeling disconnected or isolated. Civic engagement skills help them reconnect with one another and our community in a broader sense.

Mental Health Liaison salary—this individual will support students by coordinating Student Mental Health services with our Community Mental Health Center.

Funds will be utilized to offer staff members Retention pay as an incentive to continue working in the district as we continue to face challenging conditions attributed to the COVID-19 pandemic.

SIS services from Greenbush—These services provide ongoing high-quality professional development opportunities to our staff members. Recovery from the COVID-19 Pandemic continues to occur in all facets of teaching and learning. When our staff members can increase their professional capacity, it lowers their stress levels and allows them to respond to their students in more positive/supportive ways. This translates into increased student support as they also continue to recover from the effects of the Pandemic.

Program: StudySyncELA Comprehensive ELA curriculum focused on the Science of Reading
<https://www.edreports.org/reports/overview/studysync-ela-2021>

Wonders 2023 ELA curriculum focused on the Science of the Reading <https://www.prnewswire.com/news-releases/mcgraw-hill-announces-new-version-of-its-wonders-k-5-english-language-arts-curriculum-301375198.html>

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 interventions/curricula go through an extensive review process prior to selection. Programs/activities chosen must demonstrate strong evidence of structured literacy, interventions that address the needs of a variety of students, and specific vocabulary development strategies when the materials are purely academic in nature. Materials selected for the purpose of social skill development must also show a strong evidence base. The provision of intentional Professional development for our staff members is intended to ensure implementation of new materials and strategies with fidelity. Strong programs with strong fidelity produce effective results when trying to remediate learning and build efficacy within students. Data analysis and data-driven decision making become important guideposts to measuring the efficacy of programming for subgroups of students within our system.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$919,779	\$0	\$919,779	ESSER III Allocations	\$183,956
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$919,779	\$0	\$919,779	Amount Still Needed	\$183,956
In Review Total	\$850,690	\$0	\$850,690	In Review Total	\$264,994
Amount Left	\$69,089	\$0	\$69,089	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
487-3-0001	Direct	False	1000	112	16	\$79,600	Task Force Review
487-3-0002	Direct	True	1000	113	11A	\$23,643	Task Force Review
487-3-0003	Direct	True	1000	113	11A	\$41,430	Task Force Review
487-3-0004	Direct	False	1000	151	16	\$117,000	Task Force Review
487-3-0005	Direct	True	1000	121	11A	\$13,860	Task Force Review
487-3-0006	Direct	False	1000	152	16	\$24,000	Task Force Review
487-3-0007	Direct	True	1000	220	11A	\$21,105	Task Force Review
487-3-0008	Direct	True	1000	220	11A	\$1,804	Task Force Review
487-3-0009	Direct	False	1000	610	12	\$6,500	Task Force Review
487-3-0010	Direct	True	1000	644	12	\$93,965	Task Force Review
487-3-0011	Direct	True	1000	644	12	\$20,187	Task Force Review
487-3-0012	Direct	True	1000	644	12	\$27,400	Task Force Review
487-3-0013	Direct	False	1000	650	9	\$3,000	Task Force Review
487-3-0014	Direct	True	1000	653	9	\$19,500	Task Force Review
487-3-0015	Direct	False	1000	736	9	\$1,500	Task Force Review
487-3-0016	Direct	False	2100	152	16	\$3,000	Task Force Review
487-3-0017	Direct	False	2100	220	10	\$229	Task Force Review
487-3-0018	Direct	False	2100	530	16	\$1,200	Task Force Review
487-3-0019	Direct	False	2113	300	10	\$19,052	Task Force Review
487-3-0020	Direct	False	2113	650	9	\$98	Task Force Review
487-3-0021	Direct	False	2130	610	7	\$1,800	Task Force Review
487-3-0022	Direct	False	2200	152	16	\$6,000	Task Force Review
487-3-0023	Direct	False	2200	220	10	\$459	Task Force Review
487-3-0024	Direct	False	2200	300	3	\$21,085	Task Force Review
487-3-0025	Direct	True	2200	640	12	\$150	Task Force Review
487-3-0026	Direct	False	2300	152	16	\$3,000	Task Force Review
487-3-0027	Direct	False	2300	152	16	\$6,000	Task Force Review
487-3-0028	Direct	False	2300	220	16	\$688	Task Force Review
487-3-0030	Direct	False	2400	152	16	\$12,000	Task Force Review
487-3-0031	Direct	False	2400	152	16	\$12,000	Task Force Review

487-3-0032	Direct	False	2400	220	16	\$1,836	Task Force Review
487-3-0033	Direct	False	2400	640	3	\$654	Task Force Review
487-3-0034	Direct	False	2600	423	16	\$183,088	Task Force Review
487-3-0035	Direct	False	2600	610	7	\$31,760	Task Force Review
487-3-0036	Direct	True	2710	122	11A	\$1,950	Task Force Review
487-3-0037	Direct	False	2710	152	16	\$24,000	Task Force Review
487-3-0038	Direct	False	2710	220	16	\$2,603	Task Force Review
487-3-0039	Direct	False	3100	152	16	\$18,000	Task Force Review
487-3-0040	Direct	False	3100	220	16	\$1,377	Task Force Review
487-3-0041	Direct	False	3120	639	16	\$4,167	Task Force Review

Line Item Details

Line Item ID: 487-3-0001

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

Salaries Full Time Sub Teacher

Account Number

91e10001120100023

Function Code

1000 - Instruction

Object Code

112 - Full-Time Substitutes' Salaries for Certified Staff

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

2 subs working 171 student contact days to ensure classroom coverage when teachers are placed into quarantine

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$31,840

Budgeted Expenditures in SFY 2023 \$47,760

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$79,600

Status

Task Force Review

Line Item ID: 487-3-0002

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

Wages After School Cert

Account Number

91e10001130101023

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

110 days of programming for 6 tutors. Students served in the After school program were identified as not achieving grade level outcomes through the MTSS process. Some of these students qualify for Special education services, some qualify as students at-risk, and others don't meet formal criteria but are presenting with gaps in learning or other struggles in attaining grade-level standards in Reading or Math.

Budgeted Expenditures in SFY 2021	\$4,248
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Budgeted Expenditures in SFY 2022	\$9,395
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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	\$23,643
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Status

Task Force Review

Line Item ID: 487-3-0003

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

Wages Summer School Cert

Account Number

91e10001130101023

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

20 days of programming for 6 tutuors. Much like the after school qualifications, students participating in this programming were identified through the MTSS process as not achieving grade level outcomes in either reading or math...or both. Participants were sometimes identified as students receiving Special Education services, some of the are students identified as at-risk, and still others are without a formal label but in need of support to make academic gains/achieve grade level outcomes.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$10,430
------------------------------------------	----------

Budgeted Expenditures in SFY 2023	\$15,500
------------------------------------------	----------

Budgeted Expenditures in SFY 2024	\$15,500
------------------------------------------	----------

Total Expenditures	\$41,430
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Status

Task Force Review

Line Item ID: 487-3-0004

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

Retention Pay Certified

Account Number

91e10001510100023

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of staff through Pandemic recovery--39 certified teachers compensated @ \$3000 each

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$29,250

Budgeted Expenditures in SFY 2023 \$87,750

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$117,000

Status

Task Force Review

Line Item Comment from KSDE

Could you provide more detail about this additional compensation? e.g. # of staff @ what rate?

Line Item ID: 487-3-0005

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

Wages Summer School Class

Account Number

91e10001210100023

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

20 days of Summer School programming for 3 classified staff members. Staff were carrying out lesson plans/conducting instruction with small groups of students during Summer School.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$3,860

Budgeted Expenditures in SFY 2023 \$5,000

Budgeted Expenditures in SFY 2024 \$5,000

Total Expenditures \$13,860

Status

Task Force Review

Line Item ID: 487-3-0006

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

Retention Pay Classified

Account Number

91e10001520100023

Function Code

1000 - Instruction

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of staff through Pandemic recovery--8 instructional support staff @ \$3000 each

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,000**Budgeted Expenditures in SFY 2023** \$18,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,000**Status**

Task Force Review

Line Item ID: 487-3-0007

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

FICA/Medicare Instruction Summer School

Account Number

91e10002200100023

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer school benefits--Social Security Contributions for the 6 certified staff members planning and carrying out instruction during Summer School programming.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,225**Budgeted Expenditures in SFY 2023** \$13,312**Budgeted Expenditures in SFY 2024** \$1,568**Total Expenditures** \$21,105**Status**

Task Force Review

Line Item ID: 487-3-0008

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

FICA/Medicare Instruction After School

Account Number

91e10002200101023

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

After School benefits--Social Security contributions for 6 certified staff members planning/providing instruction during the After school programming for students.

Budgeted Expenditures in SFY 2021	\$325
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Budgeted Expenditures in SFY 2022	\$714
------------------------------------------	-------

Budgeted Expenditures in SFY 2023	\$765
------------------------------------------	-------

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$1,804</u>
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Status

Task Force Review

Line Item ID: 487-3-0009

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

Teaching Supplies

Account Number

91e10006100100023

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

MS Science STEM--Pitsco Science and Career Expeditions Science curricular materials that expand the core curriculum, to address gaps in learning/learning loss created by the Pandemic

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$6,500
------------------------------------------	---------

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

Task Force Review

Line Item Comment from KSDE

Could you provide more detail about this item? What is being purchased?

Line Item ID: 487-3-0010

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 NameCurriculum Learning Loss ES
(Reading/ELA)**Account Number**

91e10006440101023

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Reading Wonders 2023-This curriculum is to be utilized with students in grades K-5 and will include textbooks, digital content, and intervention materials. Curriculum based measurements indicated that our Elementary students lost significant progress toward achieving grade level outcomes in the area of Reading during and immediately following the 2020 Spring closure of schools due to the COVID-19 pandemic. These materials are created in such a way as to address the varying needs of a multitude of special populations as integrated instruction rather than separate programming.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$93,965
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$93,965</u>

Status

Task Force Review

Line Item ID: 487-3-0011

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 NameCurriculum Learning Loss MS
(Reading/ELA)**Account Number**

91e10006440102023

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

StudyCync ELA-This core curriculum will be utilized with students in grades 6-8 and includes textbooks, digital content, and intervention materials. CBM data collected immediately after the 2020 COVID-19 shutdown, showed a significant loss of reading skills in our 7th and 8th grade students specifically. This curriculum is organized in such a way that addressing the needs of special populations of students is integrated into core instruction with reteaching activities available if necessary.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20,187
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$20,187</u>

Status

Task Force Review

Line Item ID: 487-3-0012

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 NameCurriculum Learning Loss HS
(Reading/ELA)**Account Number**

91e10006440103023

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

StudyCync ELA-This core curriculum will be used with students in grades 9-12 and includes textbooks, digital content, and intervention materials. Once again, this core curriculum is created in such a way that addressing the needs of special populations is integrated into the instruction. There are also options for reteaching/intervention for students who continue to exhibit struggles mastering the content.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$27,400
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$27,400</u>

Status

Task Force Review

Line Item ID: 487-3-0013

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

Technology Supplies

Account Number

91e10006500100023

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

Hotspots/Extra Cell etc--6 hotspots for student/teacher access, and extra cell phone costs when additional nurse support is needed

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,000</u>

Status

Task Force Review

Line Item ID: 487-3-0014

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

Software/Credit Recovery

Account Number

91e10006530100023

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Edgenuity--this online curriculum will be utilized to provide credit recovery to students experiencing learning loss at the High school level.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,500**Budgeted Expenditures in SFY 2023** \$6,500**Budgeted Expenditures in SFY 2024** \$6,500**Total Expenditures** \$19,500**Status**

Task Force Review

Line Item ID: 487-3-0015

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

Tech Equipment-Instructional

Account Number

91e10007360100023

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

Virtual meeting equipment--this equipment is utilized to facilitate virtual meetings involving administration, staff, and school-based mental health services.

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** \$1,500**Status**

Task Force Review

Line Item Comment from KSDE

Could you provide more information about this item? Is this for a computer? or other equipment? What is the direct tie to Covid 19?

Line Item ID: 487-3-0016

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

Retention Pay Nurse

Account Number

91e21001520100023

Function Code

2100 - Support Services (Students)

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

These funds were utilized as retention pay for the only school nurse we have for the entire district.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$750
Budgeted Expenditures in SFY 2023	\$2,250
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$3,000

Status

Task Force Review

Line Item ID: 487-3-0017

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/Medicare Student Support

Account Number

91e21002200100023

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

Counselor benefits--Social Security contributions for 2 full-time counselors in the district.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$57
Budgeted Expenditures in SFY 2023	\$172
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$229

Status

Task Force Review

Line Item ID: 487-3-0018

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

Phone/Communications

Account Number

91e21005300100023

Function Code

2100 - Support Services (Students)

Object Code

530 - Communications

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

phone for extra nurse

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$600**Budgeted Expenditures in SFY 2023** \$600**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 487-3-0019

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

Mental Health Liaison

Account Number

91e21133000100023

Function Code

2113 - Social Work Services

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

Mental Health services for students-1 mental health liaison for 3 days per week (24 hours per week).

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,052**Budgeted Expenditures in SFY 2023** \$13,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$19,052**Status**

Task Force Review

Line Item Comment from KSDE

Could you provide additional information about how you arrived at these amounts? If it is for social work services, could you provide information such as # of staff/staff hours you are purchasing?

Line Item ID: 487-3-0020

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

Tech Supplies-Support Services

Account Number

91e21136500100023

Function Code

2113 - Social Work Services

Object Code

650 - Supplies-Technology Related

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Technology supplies

Budgeted Expenditures in SFY 2021 \$98**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$98**Status**

Task Force Review

Line Item Comment from KSDE

Please clarify what these supplies are.

Line Item ID: 487-3-0021

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

Health Supplies

Account Number

91e21306100100023

Function Code

2130 - Health Services

Object Code

610 - General Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Masks, gloves, and other PPE

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,200**Budgeted Expenditures in SFY 2023** \$300**Budgeted Expenditures in SFY 2024** \$300**Total Expenditures** \$1,800**Status**

Task Force Review

Line Item ID: 487-3-0022

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

Retention Pay-Student Support

Account Number

91e22001520100023

Function Code

2200 - Support Services (Instructional Staff)

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of staff through Pandemic recovery--2 staff members @ \$3000 each

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,500**Budgeted Expenditures in SFY 2023** \$4,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item Comment from KSDE

Could you provide more information about this item? e.g. # of aides/assistants @ what rate?

Line Item ID: 487-3-0023

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

FICA/Medicare-Student Support

Account Number

91e22002200100023

Function Code

2200 - Support Services (Instructional Staff)

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

Counselor benefits--Social Security contributions for the 2 counselors on campus

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$115**Budgeted Expenditures in SFY 2023** \$344**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$459**Status**

Task Force Review

Line Item ID: 487-3-0024

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

Professional Dvlpmnt-Learning Loss

Account Number

91e22003000100023

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

Greenbush School Improvement and Admin Services-In an effort to consistently address learning loss over the course of the next school year, Herington requires the additional support that Greenbush school improvement and administrative services an provide. These supports for teachers and administrators are extensive and will help our staff when identifying learning loss needs, pandemic supports, and ongoing training for our staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$21,085
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$21,085</u>

Status

Task Force Review

Line Item Comment from KSDE

Could you provide more information about what this item is? Is this purchasing materials? Or direct services?

Line Item ID: 487-3-0025

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

Library Books-ES Learning Loss

Account Number

91e22006400101023

Function Code

2200 - Support Services (Instructional Staff)

Object Code

640 - Books and Periodicals

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

b-implementing evidence based activities to meet the comprehensive needs of students--5 books purchased for the library that centered around Mental Health topics for students to access.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$73
Budgeted Expenditures in SFY 2023	\$77
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$150</u>

Status

Task Force Review

Line Item ID: 487-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay-District Cert

Account Number

91e23001520100023

Function Code

2300 - Support Services (General Administration)

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of staff through Pandemic recovery-1 Superintendent @ \$3000

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$750
Budgeted Expenditures in SFY 2023	\$2,250
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,000</u>

Status

Task Force Review

Line Item ID: 487-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay-District Class

Account Number

91e23001520100023

Function Code

2300 - Support Services (General Administration)

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of staff through Pandemic recovery-2 District office staff members @ \$3000 each

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,500**Budgeted Expenditures in SFY 2023** \$4,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 487-3-0028

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/Medicare District Office

Account Number

91e23002200100023

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

Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$172**Budgeted Expenditures in SFY 2023** \$516**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$688**Status**

Task Force Review

Line Item ID: 487-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay Bldg Admin Cert

Account Number

91e24001520100023

Function Code

2400 - Support Services (School Administration)

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of staff through Pandemic recovery--3 building level leaders @\$3000 each

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$9,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Task Force Review

Line Item ID: 487-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay Bldg Secretaries-Class

Account Number

91e24001520100021

Function Code

2400 - Support Services (School Administration)

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of staff through Pandemic recovery--4 administrative assistants @ \$3000 each

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$9,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Task Force Review

Line Item ID: 487-3-0032

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

FICA/Medicare Bldg Offices

Account Number

91e24002200100023

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

Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$459
Budgeted Expenditures in SFY 2023	\$1,377
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,836</u>

Status

Task Force Review

Line Item ID: 487-3-0033

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

Administration Resources

Account Number

91e24006400100023

Function Code

2400 - Support Services (School Administration)

Object Code

640 - Books and Periodicals

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

Leadership book studies focused on building educator resilience and reducing burnout

Budgeted Expenditures in SFY 2021	\$154
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$654</u>

Status

Task Force Review

Line Item ID: 487-3-0034

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

Custodial Services

Account Number

91e26004230100023

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

423 - Custodial 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

Custodial services--additional hours of contract custodial/maintenance services--1 or 2 additional custodial staff members full time (40 hours per week) to address increased demands for sanitization of buildings, vehicles, and gathering spaces for extracurricular activities that could occur during the COVID-19 Pandemic.

Budgeted Expenditures in SFY 2021	\$23,860
Budgeted Expenditures in SFY 2022	\$61,719
Budgeted Expenditures in SFY 2023	\$55,719
Budgeted Expenditures in SFY 2024	\$41,790
Total Expenditures	<u>\$183,088</u>

Status

Task Force Review

Line Item Comment from KSDE

Could you provide an additional breakdown of these costs? Is if for additional positions? Additional hours? etc.

Line Item ID: 487-3-0035

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

Custodial Supplies

Account Number

91e26006100100023

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

Sanitizer, cleaning chemicals

Budgeted Expenditures in SFY 2021	\$12,260
Budgeted Expenditures in SFY 2022	\$6,500
Budgeted Expenditures in SFY 2023	\$6,500
Budgeted Expenditures in SFY 2024	\$6,500
Total Expenditures	<u>\$31,760</u>

Status

Task Force Review

Line Item Comment from KSDE

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Line Item ID: 487-3-0036

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

Wages-Transportation Summer School

Account Number

91e27101220104023

Function Code

2710 - Vehicle Operation

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 school transportation

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$650
Budgeted Expenditures in SFY 2023	\$650
Budgeted Expenditures in SFY 2024	\$650
Total Expenditures	<u>\$1,950</u>

Status

Task Force Review

Line Item ID: 487-3-0037

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay-Transportation

Account Number

91e27101520104023

Function Code

2710 - Vehicle Operation

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of staff through Pandemic recovery--8 bus drivers/transportation staff @ \$3000 each

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,000**Budgeted Expenditures in SFY 2023** \$18,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,000**Status**

Task Force Review

Line Item ID: 487-3-0038

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

FICA/Medicare Transportation

Account Number

91e27102200104023

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

Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$668**Budgeted Expenditures in SFY 2023** \$1,885**Budgeted Expenditures in SFY 2024** \$50**Total Expenditures** \$2,603**Status**

Task Force Review

Line Item ID: 487-3-0039

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay Food Service

Account Number

91e31001520100023

Function Code

3100 - Food Service Operations

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention of staff through Pandemic recovery--6 Staff members @ \$3000 each

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$4,500**Budgeted Expenditures in SFY 2023** \$13,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$18,000**Status**

Task Force Review

Line Item ID: 487-3-0040

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

FICA/Medicare Food Service

Account Number

91e31002200100023

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

Benefits

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$344**Budgeted Expenditures in SFY 2023** \$1,033**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,377**Status**

Task Force Review

Line Item ID: 487-3-0041

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

Foodservice Food/Dispense Supplies

Account Number

91e31206390100023

Function Code3120 - Food Preparation and
Dispensing Services**Object Code**

639 - Other Food Costs

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**

Disposable trays, bags, etc. for more sanitary food service

Budgeted Expenditures in SFY 2021	\$1,167
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$4,167</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0490

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>
El Dorado	124 West Central Avenue, El Dorado, KS 670422138	124 West Central Avenue, El Dorado, KS 670422138
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Miles Harvey	mharvey@usd490.org	(316) 322-4800

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jenifer Davis	Exec Director of Instructional Support	jlDavis@usd490.org	(316) 322-4800

Other District Representative 1 - Name

Kathy Robertson

Other District Representative 1 - E-mail Address

karobertson@usd490.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://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1350316/490_ESSERIII-DistrictPlanForSafeReturnToIn-personInstruction_8-9-2021.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

During the spring of 2020, the district formed a Return to Learn committee to address the many facets of reopening our schools for the 2020-2021 school year. The committee solicited input from parents, staff, and community members. We included our colleagues from the Butler County Health Department (BCHD) throughout all of our decision making. Working with the BCHD, the district met weekly as part of our Gating Team procedures to determine if we needed to adapt our response plan based on case counts. The Gating Team included Board members, community members, parents, administrators, district health staff, and instructional staff. We monitored and adjusted our responses as needed to the case counts in the district, the buildings, the classroom, and the individual level to provide the safest environment for all of our stakeholders. Our students were able to return without breaks in instruction during the 2021-2022 school year. We utilized our website, social media platforms, SchoolMessenger, and even weekly "Wildcat Wednesday" events on YouTube to keep our constituents informed of our current practices related to the pandemic. Throughout the pandemic, we have been intentional on supporting the academic and social emotional needs of our students. Our ESSER III plan focuses on cohesive curricular materials, summer and after school programs to address learning loss, a comprehensive social emotional curriculum, staff retention, and intervention supports for students throughout the school year.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we conducted building wide and district wide surveys, as well as student focus groups at each of the buildings. Survey opportunities were provided to students through a district survey, as well as targeted, grade level building wide surveys. In addition, administration and staff members at each building met with their existing Student Advisory groups to review survey results and further identify prioritized needs in each of the buildings.

These surveys and focus groups were tasked with determining the highest level of need for pandemic related instruction and support. The following supports received the most interest from our students:

Student surveys identified a need for an aligned, shared, and consistent approach to Social emotional support. All levels of students noted struggles mentally and emotionally with going through, and returning from, COVID. Having a shared approach to supporting each other, that includes the same language, personnel, and strategies from grades PreK-12, is not something that currently exists in our district. Students routinely, and at all grade levels, identified this as a high need area. Of the 389 secondary students surveyed, social emotional support was one of the top four identified student priorities. Only nineteen secondary students (five percent) reported that social emotional support should not be considered for use of ESSER 3 funds. In elementary student surveys, fifty nine percent of students rated social emotional support as "somewhat important", "important", or "very important" to prioritize and invest in with these funds. This student feedback can be seen in our ESSER plans for increased counselors, additional social workers, new student support groups, new therapist/behavior specialist positions, and a PreK-12 social emotional curriculum resource with extended training.

Student focus groups highlighted the need for updated technology in order to maintain access to curricular resources and teacher support. One hundred percent of the high school student advisory members identified updated technology for students and staff as a top four priority for investment needs. In the student surveys, forty seven percent of middle school students listed updated technology as a top four priority with ESSER funds. In addition, elementary student surveys indicated that fifty seven percent of students rated additional instructional materials (software, technology,) as "somewhat important", "important", or "very important" to prioritize and invest in with these funds. This student feedback can be seen in our ESSER plans for new student/staff devices, new broadcasting equipment for the expansion of student News classes, and new STEM Sphero mini robot sets.

Both student surveys and student focus groups highlighted the need for expansion of student extracurricular opportunities. Of the 389 secondary students surveyed, seventy percent (274 students) reported that offering additional extra-curricular activities should be a top four priority with ESSER funds. All of our student focus groups identified extracurricular activities as a source of pride in their school; students were excited to return to these activities and competitions! This student feedback can be seen in our ESSER plans for a new secondary eSports club as well as new instruments for expanded Band and Orchestra elective opportunities.

High school student focus groups also identified College/Career opportunities as an increased area of need after COVID, along with this area being a "very important" prioritization and investment with these funds. The focus group highlighted wanting more opportunities for internships, job shadows, and portfolio building in the seminar class. This student feedback can be seen in our ESSER plans for a new College/Career Specialist position as well as an expanded seminar curriculum team and the addition of AVID program.

Our ESSER plan reflects these top four priorities as identified by our district wide student populations.

Families

We have worked closely with our families in developing our ESSER support plan. Parent Teacher Organizations, SITE Councils, Building Leadership Teams, and District Leadership teams are all committees that have parent members. In addition to conversations and feedback with each of these teams, we also conducted building parent surveys and district parent surveys. During these conversations and surveys, parents were also tasked with determining the highest level of need for pandemic related instruction and support. The following supports received the most priority from our parents:

- Parent surveys identified a clear priority for increased academic and behavioral intervention opportunities as well as after school tutoring hours for students to address learning loss as a result of COVID. Over ninety percent of parents at all levels (PreK-12) prioritized intervention support (behavioral, emotional, social) and after school tutoring hours. You will see that these suggestions from parents are reflected in our plan which includes the expansion of intervention resources (Lexia, IXL, Tiles, Mirrors, smaller class sizes, decodable texts) as well as new after school tutoring programs (all students K-8).
- All parent focus groups at the secondary level were overwhelmingly in support of after school tutoring programs, as well as expanded academic resources (LinkCrew, AVID) for all populations of secondary students.

Again, our plan reflects these priorities as identified by parent surveys and parent focus groups.

School and District Administrators including Special Education Administration

While developing our ESSER plan, our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. Administration communicated directly with special education staff to gather as much input as possible. Surveys were sent out to all USD 490 staff, students and community members. Special Ed staff was sent a list of questions and when asked if there were no barriers to entry, what three things would you change about the special education program in USD 490, they answered in favor of more support for students and staff. Their answers are as follows. You will see that this information plays a prominent role in our ESSER plan.

- Providing more time for staff to collaborate with other teachers, para-professionals, parents, etc. and additional time for training and development to support the professional growth of our special education staff.
- Providing additional support staff (paraprofessionals) to support programs and services and the ability to pay support staff at a higher rate for the service they provide to our students.
- Having access to additional resources to support student learning in general and special education settings.

Based on these answers and other data attained through surveys and feedback, we determined the following areas are the most important to include in our plan.

- Additional district wide support for students at all levels K-12. One of the things that this additional support will include is individual student transition meetings as well as an aligned continuum of services.
- Differentiated professional development opportunities for special education staff.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

While developing our ESSER plan, our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. Administration communicated directly with teachers, principals, school leaders and school staff to gather as much input as possible. Surveys were sent out to all USD 490 staff, students and community members. Administration in each building talked directly with stakeholders such as staff and students to come up with areas of need. Our plans are reflective of those various conversations. Highlights of these collaborative conversations that are in our ESSER plan include:

- A consistent, evidence-based phonics curriculum resource for all students in the district. This will include appropriate job-embedded professional development.
- Provide updated technology for all staff to maintain high quality instructional support to all curricular resources.
- Professional development in the areas of behavior management, collaborative structures, and deescalation strategies.
- Expanded mentor programs and opportunities to grow teacher leaders.
- Retention incentives for returning staff members (classified and certified)
- Flex sub positions to help support the reduction of learning loss for students based on staff shortages and sickness.
- Decreased Energy consumption and more responsible energy use throughout the district.
- The plan was discussed with the Teacher's Union during Negotiations.

Tribes

In a review of our student information system, we identified 10 students who reported as members of a tribe. During analysis of the student surveys from this population, the following priorities were identified:

- Expanded after school tutoring opportunities for students K-8 (six of the ten students were in this age range) to address learning loss during COVID.
- Expanded extracurricular opportunities (eSports, Band, LinkCrew, AVID) with five of these students being in grades 7-12. Student engagement was identified as a concern among these students; more opportunities to get involved was seen as a need at the secondary level among these students.

Parent surveys from this population were also examined. The following strategies and supports were identified by Native American parents as the greatest priority for their student(s) and family:

- Increased college/career resources and supports, including college visits, scholarship opportunities, and financial aid availability.
- Expanded elective opportunities and Work Based Learning/Internship opportunities.

Our ESSER plan includes after school tutoring, expanded extracurricular opportunities, AVID program implementation, and secondary College/Career Specialist. Each of these proposed activities represents this population's feedback about how to best meet the needs of their specific students and families.

Civil Rights Organization including Disability Rights Organizations

The USD 490 superintendent reached out to the KS Human Rights Commission and the ACLU. The KS Human Rights Commission KHRC did note that they have not established specific requirements or even guidance regarding ESSER III funding. Overall, their responses reinforced our focus on providing additional supports for students in the areas of social emotional learning, extended summer school opportunities, comprehensive literacy supports, and after school learning opportunities to address learning loss for our students. We have worked to address removing barriers to increase inclusivity in not only our program implementation but also in our decision making processes.

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

Administration and other district staff have worked closely with our students and representatives of these subgroup populations in our school district in developing our ESSER support plan. This included direct communication as well as surveys that went out to all USD 490 staff, students and community members. We have also engaged in focus group conversations. The surveys that were sent included responses from stakeholders representing the subgroups of: Native American Tribe Member - 4 responses received, children with disabilities - 16 responses received, English Language Learners - 2 responses received, homeless -0 responses received, Underserved children -2 responses received, children in Foster Care - 1 response received. Through those surveys, conversations and all other data collected, it was clear that the following supports were most needed. At the time of the surveys there were no known migrant or incarcerated students.

- Additional behavioral training for staff including CPI Deescalation Training, PBIS Relaunch, Capturing Kids Hearts Training for New Staff, Mental Health First Aid Training, etc. Based on our data, this behavior training will be extremely important to address the needs of students in this subgroup.
- Increase in behavioral specialists to work with struggling students throughout the school day and in a variety of settings.
- Increase in social workers to support family needs (specifically homelessness, incarceration, and foster care).
- Increase in counselors to support students, families, and staff in trauma informed practices and approaches.

Based on the feedback that was received, we have included these options into our ESSER plan to address the needs of our students and families.

Provide the public the opportunity to provide input and take such input into account

USD 490 provided two-way communication with our community. We utilized a survey that was published on multiple social media platforms as well as being featured on our website. We provided updates at Board of education meetings. Buildings provided updates and gathered input at Site Council meetings. Much of that information allowed the district to identify and respond to specific building needs for allocating our ESSER III funding.

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.

Like other Kansas schools, USD 490 shifted to remote learning in March of 2020. In the fall of 2020, El Dorado began the year with two learning models: "Blended," for which students attended in-person on alternating days, and "Remote". Despite some remote learning being necessary (mostly at the secondary level), El Dorado Public Schools was able to end the 2020-2021 school year with in person learning across all age groups. We returned in the fall of 2021 with all classes being in person; COVID variants have continued to disrupt our classrooms and families throughout the 2021-22 school year.

The different types of learning environments (blended, remote, in person) and the transitions between these environments (whole class quarantines, individual quarantines, test to stay procedures) created many additional challenges for our families. These challenges have caused learning loss as can be seen in our attendance rates, FastBridge progress monitoring, and state assessment data.

In the last two school years (2020-21, 2021-22) we have seen an increase in our chronic absenteeism rates; our district continues to be above the state average (20.7% in the year of 2020-21). In addition, our secondary schools have experienced a dramatic spike in absenteeism, with our high school absenteeism rates being nearly twice the state average (33.1% in the year of 2020-21). This has impacted our graduation rate and drop out rate (down or up steadily respectively over the last two years). Across all buildings, students of poverty continue to experience the highest rates of absenteeism.

Lack of consistent attendance is one area where learning loss can be identified, specifically for students of poverty at the secondary level. FastBridge progress monitoring data also identifies specific learning loss and learning needs, especially at the elementary level. Students in the first grade, across all three buildings, are significantly lower than the grade level benchmark in areas of phonological awareness and fluency (69% at some or high risk in early reading skills). Students in the third grade also showed significant deficiencies in reading (62% at some or high risk in reading comprehension skills). Both of these grade levels were impacted greatly by COVID learning loss; many of our first grade students did not attend a full year of preschool or attend in person kindergarten because of COVID and our third grade students lost significant learning opportunities their first and second grade years because of COVID. These reading scores illustrate these learning losses for our elementary 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)

USD 490 will address the academic impact of lost instruction time in two ways. Targeted, extended learning opportunities will be available at all grade levels. One on one, after school tutoring will be offered for all students, with a focus on those K-8 students who are identified as "high risk" using FastBridge progress monitoring data. In addition, an extended school year, in the forms of enrichment elementary summer camps or secondary credit recovery programs, will also be available to students. In both cases, engagement and attendance will be a focus for students and their families.

In addition to these extended learning opportunities, ESSER funding will be used to provide expanded support in family engagement (additional social workers and behavior specialists) and reading proficiencies (additional teaching staff, reading specialists, professional development around phonics). LINK Crew and AVID programs will also be available to support students transitioning at the secondary levels.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 490 will implement additional supplemental resources, materials, and intervention supports to decrease student skill gaps. In order to create consistent, best practices, the district will implement a shared phonics curriculum between all three elementary buildings (PreK-5). This curriculum includes resource kits, online access, consumable materials, and professional development in the areas of tiered phonics instruction and intervention. In addition, a consistent social emotional program will be implemented in grades K-12. Extensive professional development will be provided to all staff across the district in relation to this new SEL curriculum.

Social Workers have been added to the itinerant staff and will serve multiple schools, teachers, and students through the MTSS process. Additional staff positions in the areas of literacy, MTSS, mentoring, and coaching will lead developing and modeling for teachers. Finally, the addition of general education teachers at specific grades will help reduce class sizes that were originally projected to be larger.

Additional professional development in the areas of tiered instruction, MTSS, FastBridge screeners, curriculum resources, and math/reading interventions will also be provided using ESSER funds. Finally, the district will explore ways to attract and retain the high-quality staff needed to consistently implement these initiatives.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

El Dorado Public Schools utilizes FastBridge Illuminate screeners in reading and math to identify students experiencing learning loss or who do not meet grade-level expectations. The district also uses Panorama Social Emotional Survey data to identify students who may be at risk in five areas of social emotional development. This SEL screener allows for early intervention for the student and family in a proactive, positive environment. The Panorama dashboard combines discipline entries, attendance rates, current grades, SEL ratings, KAP scores, and FastBridge progress monitoring data to effectively show a comprehensive snapshot of each student in our district.

Both of these screeners (FastBridge and Panorama) are given to students grades K-12. The district also uses data from state assessments, Pre-ACT, ACT, and formative/summative scores to monitor and evaluate student learning.

Professional development opportunities are evaluated for continuous improvement and effectiveness through feedback surveys and baseline data collections. District PD will be assessed at each event; this data is analyzed to ensure ongoing progress towards district goals.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$3,372,166	\$0	\$3,372,166
Approved Total	\$0	\$0	\$0
Amount Left	\$3,372,166	\$0	\$3,372,166
In Review Total	\$3,372,166	\$0	\$3,372,166
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$674,434
Approved Total	\$0
Amount Still Needed	\$674,434
In Review Total	\$1,043,659
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
490-3-0001	Direct	False	2600	100	14	\$20,000	Task Force Review
490-3-0002	Direct	False	2600	200	14	\$1,800	Task Force Review
490-3-0003	Direct	False	1000	300	3	\$15,000	Task Force Review
490-3-0004	Direct	False	1000	100	3	\$5,000	Task Force Review
490-3-0005	Direct	False	1000	200	3	\$500	Task Force Review
490-3-0006	Direct	True	1000	300	6	\$146,300	Task Force Review
490-3-0007	Direct	False	1000	600	12	\$50,000	Task Force Review
490-3-0008	Direct	True	1000	100	12	\$235,000	Task Force Review
490-3-0009	Direct	True	1000	200	12	\$50,622	Task Force Review
490-3-0010	Direct	True	1000	600	12	\$60,000	Task Force Review
490-3-0011	Direct	True	1000	100	12	\$36,500	Task Force Review
490-3-0012	Direct	True	1000	200	12	\$3,650	Task Force Review
490-3-0013	Direct	False	2213	330	16	\$660,000	Task Force Review
490-3-0014	Direct	False	2213	200	16	\$6,600	Task Force Review
490-3-0015	Direct	False	1000	736	9	\$234,000	Task Force Review
490-3-0016	Direct	True	1000	100	12	\$125,000	Task Force Review
490-3-0017	Direct	True	1000	200	12	\$25,322	Task Force Review
490-3-0018	Direct	False	1000	300	3	\$25,000	Task Force Review
490-3-0019	Direct	False	1000	100	3	\$100,000	Task Force Review
490-3-0020	Direct	False	1000	200	3	\$23,000	Task Force Review
490-3-0021	Direct	False	1000	100	3	\$450,500	Task Force Review
490-3-0022	Direct	False	1000	200	3	\$40,550	Task Force Review
490-3-0023	Direct	True	1000	100	12	\$4,000	Task Force Review
490-3-0024	Direct	True	1000	200	12	\$360	Task Force Review
490-3-0025	Direct	False	1000	600	3	\$60,337	Task Force Review
490-3-0026	Direct	False	1000	300	3	\$10,520	Task Force Review
490-3-0027	Direct	True	2200	100	12	\$100,000	Task Force Review
490-3-0028	Direct	True	2200	200	12	\$16,500	Task Force Review
490-3-0029	Direct	False	2200	100	10	\$590,000	Task Force Review
490-3-0030	Direct	False	2200	200	10	\$35,700	Task Force Review

490-3-0031	Direct	True	1000	100	12	\$120,000	Task Force Review
490-3-0032	Direct	True	1000	200	12	\$12,000	Task Force Review
490-3-0033	Direct	True	1000	600	12	\$32,800	Task Force Review
490-3-0034	Direct	True	1000	600	12	\$35,700	Task Force Review
490-3-0035	Direct	True	1000	700	12	\$39,905	Task Force Review

Line Item Details

Line Item ID: 490-3-0001

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

Maintenance Energy Manager

Account Number

90-2600-100-001-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

100 - Personal Services - Salaries

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

Monitor and adjust HVAC to respond to facility needs within COVID safety protocols

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$20,000</u>

Status

Task Force Review

Line Item ID: 490-3-0002

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

Maintenance Energy Manager

Account Number

90-2600-200-001-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

200 - EMPLOYEE BENEFITS

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

Monitor and adjust HVAC to respond to facility needs within COVID safety protocols

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,800**Status**

Task Force Review

Line Item ID: 490-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Teacher Mentor Enrichment Training

Account Number

90-1000-300-001-00

Function Code

1000 - Instruction

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Provide additional support for significant behavior interventions and SEL needs

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,500**Budgeted Expenditures in SFY 2024** \$7,500**Total Expenditures** \$15,000**Status**

Task Force Review

Line Item ID: 490-3-0004

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

Teacher Mentor Enrichment Salary

Account Number

90-1000-100-001-00

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Provide additional support for significant behavior interventions and SEL needs

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$2,500**Total Expenditures** \$5,000**Status**

Task Force Review

Line Item ID: 490-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Teacher Mentor Enrichment Benefits

Account Number

90-1000-200-001-00

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Provide additional support for significant behavior interventions and SEL needs

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$250**Budgeted Expenditures in SFY 2024** \$250**Total Expenditures** \$500**Status**

Task Force Review

Line Item ID: 490-3-0006

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

Professional Development

Account Number

90-1000-300-001-00

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**6 - Training and professional
development for LEA staff on sanitation
and minimizing the spread of infectious
disease.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Expand professional development in the areas of behavior interventions, MTSS tiered expansion, leadership capacity, and SEL instruction.

USD 490 plans to send certified staff to AVID Training for a one (1) year period. This cost also includes the AVID contract and materials for followup supports.

EHS AVID Contract - \$60,337

EHS AVID Training: (Hotel 6,000/Per Diem 3,120/Vehicle 1,400)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$73,150
Budgeted Expenditures in SFY 2024	\$73,150
Total Expenditures	<u>\$146,300</u>

Status

Task Force Review

Line Item ID: 490-3-0007

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

Social Emotional Curriculum

Account Number

90-1000-600-001-00

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

Explicit K-12 SEL curriculum to address learning loss, especially with our special populations, so that we can begin to address the academic learning losses.

USD 490 plans to purchase Positive Action SEL, Pre-K - 12, Tier 1 ESSA program

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 ID: 490-3-0008

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

Elementary Early Interventionists Salary

Account Number

90-1000-100-001-00

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

Address learning loss in the areas of reading, USD 490 will be hiring two (2) additional teachers at these early grades which will allow for more intensive literacy interventions with our special populations.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$117,500
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Budgeted Expenditures in SFY 2024	\$117,500
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Total Expenditures	<u>\$235,000</u>
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Status

Task Force Review

Line Item ID: 490-3-0009

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

Elementary Early Interventionists Benefits

Account Number

90-1000-200-001-00

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Address learning loss in the areas of reading, an additional teacher at these early grades will allow for more intensive literacy interventions with our special populations.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$25,311
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Budgeted Expenditures in SFY 2024	\$25,311
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Total Expenditures	<u>\$50,622</u>
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Status

Task Force Review

Line Item ID: 490-3-0010

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

Phonics Curriculum Materials

Account Number

90-1000-600-001-00

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

An explicit, shared phonics curriculum is necessary to address the district wide reading learning loss, especially with our special populations.

USD 490 is planning to purchase Really Great Reading for phonics instruction grades K-5. The Really Great Reading instructional program meets Tier 1 evidenced based requirements of ESSA.

Really Great Reading will be used in 490's Title I schoolwide Elem. buildings. This will be used as a Tier II and Tier III intervention as measured with FastBridge data. Students who are determined Tier II and Tier III can be from the subgroups that include students with disabilities and Foster Children.

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: 490-3-0011

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

Phonics Curriculum Stipends

Account Number

90-1000-100-001-00

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Provide training on the an explicit, shared phonics curriculum is necessary to address the district wide reading learning loss, especially with our special populations.

This cost includes the price of a professional development trainer in addition to paying district PreK-5 staff to attend this training. 53 teachers @ \$20 per hour.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$18,250
Budgeted Expenditures in SFY 2024	\$18,250
Total Expenditures	<u>\$36,500</u>

Status

Task Force Review

Line Item ID: 490-3-0012

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

Phonics Curriculum Benefits

Account Number

90-1000-200-001-00

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Provide training on the an explicit, shared phonics curriculum is necessary to address the district wide reading learning loss, especially with our special populations.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,825
Budgeted Expenditures in SFY 2024	\$1,825
Total Expenditures	<u>\$3,650</u>

Status

Task Force Review

Line Item ID: 490-3-0013

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

Retention Pay Salary

Account Number

90-2213-330-001-00

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development 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

Support and retain high quality staff. Maintaining quality staff is critical to overcome all effects of learning loss (physical, mental, emotional, social). The amount is derived as a stipend for additional COVID loss of learning responsibilities throughout the school year. Each USD 490 staff member will receive \$1,000 per year for two years for 330 employees.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$330,000
Budgeted Expenditures in SFY 2024	\$330,000
Total Expenditures	<u>\$660,000</u>

Status

Task Force Review

Line Item ID: 490-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay Benefits

Account Number

90-2213-200-001-00

Function Code

2213 - Instructional Staff Training Services

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Support and retain high quality staff. Maintaining quality staff is critical to overcome all effects of learning loss (physical, mental, emotional, social).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,300
Budgeted Expenditures in SFY 2024	\$3,300
Total Expenditures	\$6,600

Status

Task Force Review

Line Item ID: 490-3-0015

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

Devices for Access and Technology Curriculum Enhan

Account Number

90-1000-736-001-00

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

Student and Staff Devices for to replace outdated items. This cost is for replacing approx 530 iPads & laptops across the district to replace outdated technology that cannot support virtual and remote learning successfully as well as replacing/repairing devices that were damaged. This will impact learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$234,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$234,000

Status

Task Force Review

Line Item ID: 490-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Elementary Early Interventionist Salary

Account Number

90-1000-100-001-00

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

Address learning loss in the areas of reading, an additional teacher at these early grades will allow for more intensive literacy interventions with our special populations.

Elementary Class Size Reduction Early Intervention (2 years: 1st grade position for 22-23 & 2nd grade position 23-24): Salary. This was based on district class sizes, COVID interruptions, and learning loss data.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$62,500
Budgeted Expenditures in SFY 2024	\$62,500
Total Expenditures	<u>\$125,000</u>

Status

Task Force Review

Line Item ID: 490-3-0017

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

Elementary Early Interventionist Benefits

Account Number

90-1000-200-001-00

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Address learning loss in the areas of reading, an additional teacher at these early grades will allow for more intensive literacy interventions with our special populations.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,661
Budgeted Expenditures in SFY 2024	\$12,661
Total Expenditures	<u>\$25,322</u>

Status

Task Force Review

Line Item ID: 490-3-0018

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

Link Crew

Account Number

90-1000-300-001-00

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**

Expand professional learning to grow student mentoring program for the high school. Transitions have impacted attendance and learning loss for students. Link Crew staff will train USD 490 El Dorado High School staff and students to promote positive transitions for students moving up to the high school. The yearly cost is derived from The Boomerang Project which provides the Link Leader training and orientation for Link Leaders. This is a \$12,500 per year cost for a total of \$25,000 for two years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,500
Budgeted Expenditures in SFY 2024	\$12,500
Total Expenditures	\$25,000

Status

Task Force Review

Line Item ID: 490-3-0019

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

College & Career Specialist Salary

Account Number

90-1000-100-001-00

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use3 - 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**

Support students in accessing additional post-secondary opportunities regardless of learning loss

New position: College & Career Specialist (\$50,000/year for 2 years): EHS Salary

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	\$100,000

Status

Task Force Review

Line Item ID: 490-3-0020

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

College & Career Specialist Benefits

Account Number

90-1000-200-001-00

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Support students in accessing additional post-secondary opportunities regardless of learning loss

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,500**Budgeted Expenditures in SFY 2024** \$11,500**Total Expenditures** \$23,000**Status**

Task Force Review

Line Item ID: 490-3-0021

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

Building Flex Substitute Salary

Account Number

90-1000-100-001-00

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Longterm Building Subs to cover staff outages out for isolation and/or quarantine due to Covid. Each of the 6 buildings has 1 longterm building sub.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$225,250**Budgeted Expenditures in SFY 2024** \$225,250**Total Expenditures** \$450,500**Status**

Task Force Review

Line Item ID: 490-3-0022

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

Building Flex Substitute Benefits

Account Number

90-1000-200-001-00

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Longterm Building Subs to cover staff outages out for isolation and/or quarantine due to Covid. Each of the 6 buildings has 1 longterm building sub.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$20,275
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Budgeted Expenditures in SFY 2024	\$20,275
------------------------------------------	----------

Total Expenditures	<u>\$40,550</u>
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Status

Task Force Review

Line Item ID: 490-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Seminar Curriculum Team Salary

Account Number

90-1000-100-001-00

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

Create curricular materials to address learning loss and encourage student engagement with our special populations. Seminar Curriculum Team (\$2,000/year for 2 years): \$1,000 per year for two years. 10 staff members @ 10 hours per year.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$2,000
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Budgeted Expenditures in SFY 2024	\$2,000
------------------------------------------	---------

Total Expenditures	<u>\$4,000</u>
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Status

Task Force Review

Line Item ID: 490-3-0024

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

Seminar Curriculum Team Benefits

Account Number

90-1000-200-001-00

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Create curricular materials to address learning loss and encourage student engagement with our special populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$180**Budgeted Expenditures in SFY 2024** \$180**Total Expenditures** \$360**Status**

Task Force Review

Line Item ID: 490-3-0025

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

AVID Contract

Account Number

90-1000-600-001-00

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

Purchase AVID program to address learning loss and encourage student engagement with our special populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30,169**Budgeted Expenditures in SFY 2024** \$30,168**Total Expenditures** \$60,337**Status**

Task Force Review

Line Item ID: 490-3-0026

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

AVID Training

Account Number

90-1000-300-001-00

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**

Provide profession learning on strategies related to the AVID program to address learning loss and encourage student engagement with our special populations.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,260
Budgeted Expenditures in SFY 2024	\$5,260
Total Expenditures	<u>\$10,520</u>

Status

Task Force Review

Line Item ID: 490-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameAcademic Interventionists Classified
Salary**Account Number**

90-2200-100-001-00

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

100 - Personal Services - 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**

Address learning loss in the areas of reading and math to allow for more intensive interventions with our special populations.

Elementary Teacher Interventionist (50,000/year for 2 years): District Salary

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	<u>\$100,000</u>

Status

Task Force Review

Line Item ID: 490-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Academic Interventionists Classified Benefits

Account Number

90-2200-200-001-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Address learning loss in the areas of reading and math to allow for more intensive interventions with our special populations.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,250
Budgeted Expenditures in SFY 2024	\$8,250
Total Expenditures	<u>\$16,500</u>

Status

Task Force Review

Line Item ID: 490-3-0029

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

Mental Health Staff Salary

Account Number

90-2200-100-001-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

100 - Personal Services - Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Mental health staff will support students by addressing the SEL and behavioral needs which are impacting the child's ability to learn.

Social/Emotional - Full time Social Worker to run groups (\$50,000/year for 2 years): EMS Salary

Social/Emotional - Half time Counselor/Therapist (\$40,000/year for 2 years): EMS Salary

Behavior Specialist (\$50,000/year for 2 years): EMS Salary

Mental Health Services- Social Worker (\$50,000/year for 2 years): BE Salary

Mental Health Services- De-escalation Staff (\$25,000/year for 2 years): BE Salary

Mental Health Services- De-escalation Staff (\$25,000/year for 2 years): GE Salary

Mental Health Services- Behavior Specialist (\$55,000/year for 2 years): SE Salary

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$295,000

Budgeted Expenditures in SFY 2024 \$295,000

Total Expenditures \$590,000

Status

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

Mental Health Staff Benefits

Account Number

90-2200-200-001-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Mental health staff will support students by addressing the SEL and behavioral needs which are impacting the child's ability to learn.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$17,850
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Budgeted Expenditures in SFY 2024	\$17,850
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Total Expenditures	<u>\$35,700</u>
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Status

Task Force Review

Line Item ID: 490-3-0031

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 Tutoring Salary

Account Number

90-1000-100-001-00

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

After school tutoring program to address specific student academic gaps due to learning loss.

Figured @ \$25 per hour for 4 staff members per building

After School Tutoring - students work with teachers on remedial skills (\$15,000/year for 2 years): EMS Salary

Remedial/Enrichment After School Tutoring Program (\$15,000/year for 2 years): BE Salary

Remedial/Enrichment After School Tutoring Program (\$15,000/year for 2 years): GE Salary

Remedial/Enrichment After School Tutoring Program (\$15,000/year for 2 years): SE Salary

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
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Total Expenditures	<u>\$120,000</u>
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Status

Task Force Review

Line Item ID: 490-3-0032

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 Tutoring Benefits

Account Number

90-1000-200-001-00

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

After school tutoring program to address specific student academic gaps due to learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$6,000**Total Expenditures** \$12,000**Status**

Task Force Review

Line Item ID: 490-3-0033

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

IXL Intervention

Account Number

90-1000-600-001-00

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

Evidenced based intervention for learning loss in Math

USD 490 will be purchasing four (4) building-wide subscriptions to IXL Math for all teachers and students to access grade K-8.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,400**Budgeted Expenditures in SFY 2024** \$16,400**Total Expenditures** \$32,800**Status**

Task Force Review

Line Item ID: 490-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Lexia Intervention

Account Number

90-1000-600-001-00

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

Evidenced based intervention for learning loss in Reading

USD 490 will be purchasing three (3) building-wide subscriptions to Lexia Core 5 Reading for all teachers and students to access grade K-5.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$17,850
Budgeted Expenditures in SFY 2024	\$17,850
Total Expenditures	<u>\$35,700</u>

Status

Task Force Review

Line Item ID: 490-3-0035

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

Intervention Material for Academic and Behavior

Account Number

90-1000-700-001-00

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Materials to support academic and behavioral interventions including sensory room materials, decodable books, math manipulatives, LETRS resources, etc.

BE Sensory Room Equipment: flexible furniture, kinesthetic tools, manipulatives - \$6,800

BE Decodable Books for Learning Loss (\$100/teacher for 18 teachers) = \$1,800

GE Phonics Student Support Kits (8 sets) = \$4,200

GE High Noon Decodable books = \$10,199

GE Sensory Room: kinesthetic tools, manipulatives = \$6,800

GE Versa Tiles Math Classroom Kits - 12 Grade appropriate kits (299.99/kit) = \$3,600

GE Lakeshore mirrors from LETRS Training (24 sets - 21.99/set) = \$530

SE High Noon Decodable books = \$5,976

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$39,905

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$39,905

Status

Task Force Review

ESSER III APPLICATION FOR D0500

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>
Kansas City	2010 N. 59th Street, Kansas City, KS 66104	2010 N. 59th Street, Kansas City, KS 66104
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Anna Stubblefield	Anna.Stubblefield@kckps.org	(913) 551-3200

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tracy Kaiser	Executive Director of Business Services	tracy.kaiser@kckps.org	(913) 279-2254

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://kckps.org/school-safety-operational-procedures/>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Rooftop units - The existing units are old. The new units, with modern technology, will be much more efficient and help the district ensure proper air circulation and indoor air quality.

Carpet replacement with tile - It has been noted on the CDC website that indoor pollutants (dirt, dust, allergens, bacteria and viruses) may be re-animated or recirculated to the air after settling on carpet surfaces. Removing old, dirty carpet with tile that is much easier to clean and disinfect will enhance the indoor air quality of facilities.

Water bottle fillers - replacing old style drinking fountains reduces the risk of transfer of bacteria and viruses by reducing touch points on a push button and on the "shared" spout. The bottle fillers use a sensor to turn on and fill an individual, re-usable water container.

Hands-free restrooms - installing handsfree equipment in restrooms eliminates shared touch points in "high-risk" use areas such as restrooms. The user will not have to touch faucet handles in order to wash hands after using the facilities.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Beginning July 1, 2021, USD500 KCKPS Superintendent, Dr. Anna Stubblefield, expanded opportunities and forums for meaningful input and consultation specifically for use of ESSER III funds. Community Learning and Listening sessions included 24 different stakeholder groups. One group representing students where opportunities were provided for input into ESSER III plans included the Superintendent's Student Advisory Committee. Additionally, the University of Kansas Center for Research environmental scan polled focus groups included students to gather input from students' perspective regarding priorities for the USD500 KCKPS ESSER III expenditure plan.

Priorities for ESSER III expenditures identified from Listening and Learning sessions included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- After school tutoring programs and community partnerships
- Expand outside social and emotional/mental health services
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Priorities for ESSER III expenditures identified from the KU Environmental Scan focus groups included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- Expand outside social and emotional/mental health services
- After school tutoring programs
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Families

Beginning July 1, 2021, USD500 KCKPS Superintendent, Dr. Anna Stubblefield, expanded opportunities and forums for meaningful input and consultation specifically for use of ESSER III funds. Both in-person and virtual parent Listening and Learning sessions reflected 190 participants and the virtual District Title I Family Advisory Committee meeting and online survey resulted in 1,366 participants. Additionally, the University of Kansas Center for Research environmental scan polled focus groups included parents to gather input to develop the USD500 KCKPS ESSER III expenditure plan.

Priorities for ESSER III expenditures identified by family participation across all of these sessions included:

- Tools and support to address learning loss- additional staff (teachers, translators, and paraprofessionals, professional learning, tutoring, community partnerships)
- Improve air quality/exchange
- Provide of PPE and sanitation supplies
- Mitigate the substitute shortage, provide building subs at every building
- Provide subs with technology in every building
- SEL supports for teachers and students
- Increase and improve communication with families
- Teacher support - retention incentives, intrinsic and extrinsic incentives for support and morale enhancement
- Food and basic needs for students and families

School and District Administrators including Special Education Administration

Beginning July 1, 2021, USD500 KCKPS Superintendent, Dr. Anna Stubblefield, expanded opportunities and forums for meaningful input and consultation specifically for use of ESSER III funds. Community Learning and Listening sessions included 24 different stakeholder groups. Four groups representing administrative staff where opportunities were provided for input into ESSER III plans included: Central Office Staff (certified and classified), Principals, Assistant Principals, and Special Education Administration. The University of Kansas Center for Research environmental scan polled focus groups also included central office administrators, Special Education administrators, and building principals.

Priorities for ESSER III expenditures identified from Listening and Learning sessions included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- After school tutoring programs and community partnerships
- Expand outside social and emotional/mental health services
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Priorities for ESSER III expenditures identified from the KU Environmental Scan focus groups included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- Expand outside social and emotional/mental health services
- After school tutoring programs
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Beginning July 1, 2021, USD500 KCKPS Superintendent, Dr. Anna Stubblefield, expanded opportunities and forums for meaningful input and consultation specifically for use of ESSER III funds. Community Learning and Listening sessions included 24 different stakeholder groups. Five groups representing school staff where opportunities were provided for input into ESSER III plans included: Central Office Staff (certified and classified), Principals, Assistant Principals, Special Education Administration, and Union Leadership. Additionally, the University of Kansas Center for Research environmental scan polled focus groups including board members, teachers, central office administrators, Special Education administrators, principals, and KCKPS alumni working in the district. Input from all convenings was used to develop the USD500 KCKPS ESSER III expenditure plan.

Priorities for ESSER III expenditures identified from Listening and Learning sessions included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- After school tutoring programs and community partnerships
- Expand outside social and emotional/mental health services
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Priorities for ESSER III expenditures identified from the KU Environmental Scan focus groups included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- Expand outside social and emotional/mental health services
- After school tutoring programs
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Tribes

KCKPS contacted the following Native American/Tribal entities to seek input on priorities for ESSER III expenditures: American Indian Enterprise and Business Council (AIEBC) Kansas City, KS; American Indian Council-Kansas City; Heart of America Indian Center. Unfortunately, none of these establishments returned the district's request for input on the priorities for ESSER III expenditures.

Civil Rights Organization including Disability Rights Organizations

The Civic Council of Greater Kansas City participated in the forum held by USD500 KCKPS Superintendent, Dr. Anna Stubblefield. The forum provided feedback from the Civic Council of Greater Kansas City in order for the district to partnership to reach families who are bilingual and English Language Learners, reach students who were lost during the Pandemic, and promote our Diploma+ program and entrepreneurship. The Civic Council of Greater Kansas City collaborates with other non-profit entities such as the ACLU and Latino organizations.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

The KCKPS diverse student population reflects 63 different languages and 56% of the student population live in a home where a language other than English is spoken. Engaging families is paramount in providing equitable access for all students to achieve at high levels. KCKPS regularly collects data to evaluate culture, climate, equity and inclusion, as well as input in the use of ESSER funding to increase effectiveness of instructional programming. Surveys and other informational materials are routinely translated into predominant languages, including English, Spanish, Arabic, Burmese, Hakha Chin, Hmong, Karen, Nepali, and Swahili. In addition, English Speakers of Other Languages (ESOL)/Migrant supports increasing relationships with families through additional weekly video series containing district updates in six languages. The team also supports various events across the district, such as Family Advocacy (parent-teacher conference) (FA) days and COVID vaccine clinics. Supporting the district with communication removes barriers for more families, and collaboration with other departments ensures that families and the community are updated with the district. In addition to translation support from Student Services and ESOL teams, Propio services were expanded to accommodate on-demand needs for conferences and daily communication between school and home. Additionally, Community Learning and Listening sessions included 24 different stakeholder groups. Five groups representing underserved students where opportunities were provided for input into ESSER III plans included: El Centro, Inc., KCK Housing Authority, Communities in Schools, Wyandotte County District Attorney's Office, and Livable Neighborhoods.

Priorities for ESSER III expenditures identified from these parent and community stakeholder groups included:

- Parent education to better support their children
- Early childhood education programs
- Supports to enhance reading interventions and reading fluency
- School readiness programs
- Academic enrichment programs
- Mentoring
- After school learning programs
- Enrich home learning environments
- Primary health, mental health, and dental care
- Reduce chronic school absenteeism
- Dual language programs
- High quality summer learning programs
- Postsecondary education and career option awareness
- Graduation with Diploma+

Provide the public the opportunity to provide input and take such input into account

Beginning July 1, 2021, USD500 KCKPS Superintendent, Dr. Anna Stubblefield, expanded opportunities and forums for meaningful input and consultation specifically for use of ESSER III funds. Community Learning and Listening sessions included 24 different stakeholder groups. Fifteen groups representing the public and community partnerships where opportunities were provided for input into ESSER III plans included: KCKPS Foundation for Excellence Golf Tournament participants, Wyandotte County Economic Council, KCK Chamber of Commerce, Village West Rotary Club, Union Leadership, KCK Mayor's Office of Wyandotte County, KCK Community College, KCK Baptist Minister's Union, PREP-KC, Wyandotte County Legislative Delegation, Sporting Kansas City, Unified Government Administration, The Plaza Club of Kansas City, Heartland Bank Chamber of Commerce, and Kansas Speedway. Additionally, the University of Kansas Center for Research environmental scan polled focus groups included board members and KCKPS alumni to gather input to develop the USD500 KCKPS ESSER III expenditure plan.

Priorities for ESSER III expenditures identified from Listening and Learning sessions included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- After school tutoring programs and community partnerships
- Expand outside social and emotional/mental health services
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Priorities for ESSER III expenditures identified from the KU Environmental Scan focus groups included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- Expand outside social and emotional/mental health services
- After school tutoring programs
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Challenges in meeting academic and social-emotional learning goals increased with the COVID-19 pandemic. With regression occurring, KCKPS responded in 21-22 by continuing to emphasize district continuous improvement plans foundational systems to scale supports to address the identified needs of the district, where 95% of K-12 students meet at least one at-risk indicator.

KCKPS graduation rate had seen an upward trend preceding the COVID-19 pandemic when a slight decline occurred in 19-20. The 2015 rate was the lowest at 68.4%, climbing to 73.2% before COVID-19. Despite KCKPS' efforts to stay connected with their students, the district graduation rate suggests that closing schools and moving to remote learning impacted students' persistence to graduate. During this seven-year timeframe, the graduation rates of subgroups fluctuated. In 2020, the Hispanic subgroup decreased by 10.6%, followed by the ELL subgroup at 8.4%, and the Free and Reduced subgroup at 4.5%. Growth did occur in the lowest subgroup, White students, from 46.10% in 19-20 to 56.30% in 20-21. Also of note is the graduation rate for the African American subgroup, which increased by 3% in 2020. KCKPS 20-21 graduation rate of 70.2%, up from the previous year, 69.10% in 19-20, indicates a slight rebound following COVID-19. To continue the upturn of district graduation rates, each KCKPS high school has set targets for increasing campus graduation rates through their campus School Improvement Plans.

The FastBridge® universal screener is administered three times per year to assess the impact of the district's curriculum and instructional methods on student achievement. The implementation in 21-22 provides baseline data for all students in reading, math, and social-emotional learning. District aMath fall results show 33% of students performed at low risk or College Pathway level, followed by a decrease to 29% in winter. The number of students identifying as some risk or high risk increased 4% from fall to winter. Kindergarten students who took the separate Early Math assessment in the fall reflected 40% in low risk while 60% scored in the some and high risk categories. On the same assessment, the number of kindergarteners in low risk decreased to 33% in the winter, with more students moving into the some and high risk categories for a rate of 67%. District aReading data indicated 33% of students performed at low risk or College Pathway in the fall and remained steady at 33% on the winter screening. Likewise, 67% of students scored at some risk or high risk on fall and winter screeners. Early Reading assessments given to kindergarten and first grade students indicate 30% of kindergarteners and 18% of first grade students scored at low risk in the fall, compared to 40% of kindergarteners and 20% of first graders in the winter.

KCKPS 3-year disaggregated overall suspension data from 19-20 through 21-22, indicate the most considerable discrepancy continues to be found with Black students suspended at a rate of 55.03% as compared to their Hispanic counterparts at 28.96%. The suspension data is incongruent with the district's overall enrollment, where 55.6% of students are Hispanic compared with 24.3% of students who are Black. Additionally, when gender subgroups comprise an almost equal distribution of the total enrollment, disproportionality is also seen, with 64.59% of males accounting for suspensions when compared with their female counterparts, at 35.41%. To develop a more comprehensive picture of all factors that might impact subgroup suspension rates, the district is gathering baseline data as a part of MTSS on students' social-emotional competencies. During this baseline year of 21-22, teachers have assessed roughly half of the student population during fall and winter screenings. At both points, teachers identified approximately 78-80% of students as low risk, 15-16% as some risk, and 5-6% as high risk on the FastBridge® SAEBRS®. On the mySAEBRS®, roughly 48% of students completed the fall screening resulting in 66% identifying themselves as low risk, 30% identifying as some risk, and 4% identifying as high risk. Winter screening of mySAEBRS® of students' self-identification of risk factors remained somewhat commensurate with fall data, with 64%, 31%, and 5%, respectively.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Due to COVID-19, students were in remote learning from March 20, 2020, through March 31, 2021. Remote learning significantly impacted student achievement, as evidenced on the FastBridge® assessment. As a result, KCKPS sought to shrink instructional gaps while providing high-quality core academic instruction by offering an in-school tutoring program to support Tier 2 and 3 instruction. This recommendation came from the Listening and Learning tours, where various internal and external stakeholders deemed additional personnel to support academic interventions as one of the most critical uses of ESSER funds. Challenges with staffing instructional and non-instructional positions provided an opportunity to look for various methods to support students' academic needs. Therefore, KCKPS selected Tomorrow's Promise Today (TPT) Education Leaders and Varsity Tutors to provide supplemental instruction to drill down on skill gaps resulting from remote learning as teachers accelerate current grade-level instruction in reading and math. Instructional resources used during tutoring

programs are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists.

FastBridge® data indicates a need for focused improvement of core Tier 1 instruction. KCKPS responded to this need through the purposeful selection of core curriculum resources and implementation of Language Essentials for Teachers of Reading and Spelling (LETRS®). LETRS® is a professional learning opportunity that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats, Dr. Carol Tolman, and Dr. Lucy Hart Paulson, LETRS® teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. KCKPS staff engages with LETRS® training during Wednesday's early-release professional learning time. Teachers also participate in online sessions with virtual content and online sessions with a live LETRS® facilitator. Early feedback on the initial LETRS® Unit 1 professional development survey provides a strong leading indicator, with 90% reporting that session content will enhance their ability to use research-based practices in their role. 90% of teachers agree they can apply the skills and concepts learned from the session in their school instruction. In addition to LETRS® training, KCKPS partnered with TASN MTSS and Alignment team to provide all KCKPS instructional coaches and 16 CSI school principals and their selected BLT members with professional learning. Topics aligned to the science of reading, effective Tier 1 core instruction with structured interventions, data-based decision making, and impact/inquiry cycles using evidence-based strategies. First semester training survey feedback reflects positively with a few schools already correlating the increased use of evidence-based strategies directly to improvements seen in winter FastBridge® and KAP interim data. Instructional resources and pedagogies are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists.

In spring 22, KCKPS BOE approved the adoption of the new core literacy resource for grades K-3. CKLA® partners deep content knowledge with foundational reading skills. The foundational skills strand follows the science of reading and supports teachers in explicit and systematic reading instruction. The cumulative scope and sequence build students' foundational skills over time, promoting a multi-sensory approach to teaching reading. The program provides complex, grade-appropriate texts, and writing opportunities while also providing strategies for scaffolding and differentiation. Students in grades 4 and 5 have used CKLA® for the last two years. The primary adoption allows for KCKPS to use a coherent and comprehensive core resource in K-5, supporting the focus of solid core instruction. CKLA® pilot teachers were allowed to continue teaching the core resource after the pilot process ended. Data collected from those pilot teachers provide positive and notable trends in student skill-building and reading achievement. First, New Stanley Elementary implemented classwide interventions modeled by the MTSS Reading Team. As a result, New Stanley K-1 students saw tremendous FastBridge® growth moving from 26th place in the district in word segmentation in the Fall to 2nd place in the district with word segmentation in the Winter marking excellent growth in a critical foundational reading skill. In the area of letter sounds, TA Edison and Quindaro marked a 26% increase from Fall to Winter in K-1 student proficiency. Eugene Ware Elementary, another CKLA® pilot school, decreased the number of K-1 students demonstrating risk for word segmenting by 25% from Fall to Winter. Furthermore, the kindergarten team at Douglass Elementary more than doubled the number of students demonstrating low risk on the FastBridge® earlyReading assessments from Fall to Winter. Based on data collected throughout the CKLA® pilot, KCKPS anticipates an increase in FastBridge® scores over time and increased KAP scores. Professional learning is a priority with all resource adoptions to ensure implementation fidelity.

Strengthening relationships and supporting the empowerment of students is a high priority given the diverse student population, of the 21,990 students in K-12 programs, 20,988 meet at least one of the KSDE at-risk indicators. KCKPS remains focused on targeting efforts to support Tier I instruction. In response to student discipline data and teachers' input regarding readily accessible SEL resources, the district expanded the acquisition of Second Step® resources to move the EC-5 SEL curriculum from counselors to classroom teachers during weekly instruction. KCKPS acquired the Overcoming Obstacles® resource to support 9-12 grade students and staff. Pacing guides protect time for K-12 instruction of the integrated SEL and academic standards. The Trauma Sensitive and Resilient Schools (TSRS) 3-year initiative culminated with the final cohort of schools receiving training during summer 21. Equipping all staff with tools to de-escalate, co-regulate, and embed trauma sensitive SEL practices into the day-to-day school environment builds stronger relationships as staff are more successful in supporting students' behaviors. Instructional resources and pedagogies are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists.

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf
<https://ies.ed.gov/ncee/wwc>
<https://www.evidenceforessa.org/>

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Any activity authorized by the Elementary and Secondary Education Act of 1965.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

KCKPS will continue the focus on Tier I core instruction through the Multi-Tiered System of Support (MTSS) Framework enabling the district to implement targeted systems to proactively support strong academic and social-emotional KESA Board of Education outcomes. District and building administration will conduct quarterly reviews of all district and building level data, including the FastBridge® reading and math data and the SAEBRS/mySAEBRS data for social emotional learning. Review and analysis of data will include aggregate and disaggregated subgroup data, with the KCKPS Board of Education receiving quarterly updates during regularly scheduled public board meetings. District-wide implementation of the FastBridge® screener will continue as a part of the Comprehensive Assessment Plan and Schedule, and progress monitoring of this data will occur at each testing point. The district's Dyslexia team will continue to deliver the required KSDE Dyslexia training to all new staff, focusing on dyslexia and the brain science for reading to annually screen for students who are at-risk. Using core instruction data, all KCKPS campuses will utilize the Student Intervention Team (SIT) process to ensure teachers/Professional Learning Communities (PLCs) analyze individual student needs. In addition, PLCs will use the ATLAS Academics and SEL/Attendance Data Protocols to disaggregate data, analyzing outcomes across all subgroups but focusing particularly on gender and race to monitor for disproportionate outcomes in academic and SEL areas proactively.

Within the MTSS Framework, KCKPS will use the district's student data dashboard to monitor district and building student achievement Tier 1, Tier 2, and Tier 3 performance measures at each grade level for both academics and SEL. The dashboard along with the district's Early Warning System (EW) will serve as leading indicators to inform both classroom instruction, as well as individual student interventions. The district will continue quarterly monitoring of behavior incidents at the district and building levels, specifically in the areas of ISS and OSS for ten days or fewer, and monitoring for disproportionate suspension of subgroup populations. The student code of conduct is being revised to address student behaviors that lead to suspensions. System-level changes that identify alternative interventions and restorative techniques to address discipline will profoundly impact all students.

Through MTSS implementation to continue support of a strong Tier I core instruction, leaders and teachers will continue to utilize classwide interventions, where data indicates this to be the strategic course of action. Classwide interventions are research-based strategies used proactively to reinforce specific academic or SEL skills lacking by the majority of a classroom. This strategy is critically important in KCKPS, where FastBridge® data indicate more than 50% of a class have not mastered a specific phonics skill; a classwide intervention is needed during core instruction to reinforce the missing skill. The science of reading supports that phonemic awareness and phonics skills are built on a continuum, and when skills are missing in the continuum, reading gaps are created that need to be addressed quickly and sometimes frequently. After classwide interventions have been implemented, the FastBridge® Progress Monitoring tool will be used to measure students progress on intervention skills taught.

When looking at achievement data to inform systems-level decision-making, district 20-21 ELA, math, and science median scores are lower than that of the state. KAP summative scores indicate a need to target specific grade-level skills and standards during core and small group instruction time. As evidenced by KAP Interims, elementary and middle school math data reflects a need for targeted instruction in operations, algebraic thinking, and numbers and operations/fractions. Additional areas of need for middle school math include ratios and proportional relationships, the number system, and expressions and equations. For literacy, data indicates a need for targeted instruction for elementary in determining key ideas and details for both informational and literature-based texts, summarizing and inferencing, and the ability to use information from the text to support a conclusion. For middle school reading, targeted instruction is needed in determining key ideas and details for both informational and literature-based texts and the ability to use information from the text to support inferences and conclusions. Additionally, middle school students need support in determining the meanings of unknown words based on word relationships and word structure. KCKPS teachers are focused on utilizing district-provided frameworks and resources to intentionally plan for grade-level learning targets and prerequisite skills to decrease gaps in specific Kansas College and Career domains and standards. Using predictive KAP Interims as leading indicators, KCKPS is positioned for slight

increases in math and ELA on the 21-22 KAP Summative assessment.

To address learning loss due to COVID-19, KCKPS will begin implementation of Advancement Via Individual Determination (AVID®), a research-based framework to support all learners, especially those at the high school level. AVID® implementation will occur in the four comprehensive high schools in 22-23, with the AVID® elective course at the 10th-grade level, receiving targeted support from the school's AVID® site manager. AVID® Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies will be used in all high schools classrooms as a part of the instructional framework, building rigorous academic preparedness, opportunity knowledge, and student agency. AVID® implementation in these high schools will address gaps in learning seen within subgroups and increase overall student achievement and graduation rates.

In addition to monitoring curriculum and instruction in all high school classes, a significant amount of effort will continue to ensure streamlined processes for accurate data reporting that ultimately affects the district's graduation cohort. A systems-level entry, exit, and transfer process that all high schools use began in 21-22. This process includes a tracking document developed using 9th-12th grade cohort data to track individual student's course credits, anecdotal notes confirming face-to-face monitoring sessions, and KCKPS EWI to assist in keeping students on track for graduating. This intentional focus guarantees that any 9th grader failing more than one course will have an immediate intervention opportunity to enroll in credit recovery classes the following semester. If needed, schools will provide personal invitations to students who need to recover credit during the extended summer learning program. This process ensures 9th-grade students will start their sophomore year on track with at least seven credits. Each year, this systems-level process ensures students enter 12th grade without being credit deficient.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$82,500,802	\$0	\$82,500,802	ESSER III Allocations	\$16,500,161
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$82,500,802	\$0	\$82,500,802	Amount Still Needed	\$16,500,161
In Review Total	\$64,998,342	\$0	\$64,998,342	In Review Total	\$11,190,715
Amount Left	\$17,502,460	\$0	\$17,502,460	Amount Still Needed	\$5,309,446

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
500-3-0001	Direct	True	1000	110	11A	\$2,125,000	Task Force Review
500-3-0002	Direct	True	1000	610	11A	\$150,000	Task Force Review
500-3-0003	Direct	True	1000	322	11B	\$1,360,000	Task Force Review
500-3-0004	Direct	True	2100	120	11B	\$264,100	Task Force Review
500-3-0005	Direct	True	2700	519	12	\$135,000	Task Force Review
500-3-0006	Direct	True	1000	110	12	\$95,000	Task Force Review
500-3-0007	Direct	True	1000	653	12	\$643,071	Task Force Review
500-3-0008	Direct	True	1000	653	12	\$612,500	Task Force Review
500-3-0009	Direct	True	2210	110	12	\$125,000	Task Force Review
500-3-0010	Direct	True	1000	110	12	\$200,000	Task Force Review
500-3-0011	Direct	True	2213	321	4	\$483,000	Task Force Review
500-3-0012	Direct	True	1000	110	4	\$684,022	Task Force Review
500-3-0013	Direct	False	2113	110	10	\$20,000	Task Force Review
500-3-0014	Direct	False	2213	321	10	\$100,806	Task Force Review
500-3-0015	Direct	False	1000	653	10	\$25,000	Task Force Review
500-3-0016	Direct	False	2100	110	10	\$78,000	Task Force Review
500-3-0017	Direct	False	2130	110	10	\$721,456	Task Force Review
500-3-0018	Direct	False	2130	110	2	\$112,000	Task Force Review
500-3-0019	Direct	False	2130	653	5	\$70,840	Task Force Review
500-3-0020	Direct	False	1000	110	12	\$200,000	Task Force Review
500-3-0022	Direct	False	1000	110	16	\$36,000,000	Task Force Review
500-3-0023	Direct	False	2610	120	13	\$2,500,000	Task Force Review
500-3-0025	Direct	False	2100	329	10	\$2,000,000	Task Force Review
500-3-0028	Direct	True	2100	110	10	\$75,000	Task Force Review
500-3-0029	Direct	False	2213	321	4	\$445,500	Task Force Review
500-3-0030	Direct	False	2100	120	4	\$200,000	Task Force Review
500-3-0031	Direct	False	2100	120	4	\$150,000	Task Force Review
500-3-0032	Direct	False	1000	110	4	\$500,000	Task Force Review
500-3-0033	Direct	False	2100	320	4	\$250,000	Task Force Review
500-3-0034	Direct	False	1000	210	12	\$651,780	Task Force Review

500-3-0035	Direct	True	1000	110	12	\$2,475,000	Task Force Review
500-3-0036	Direct	False	1000	736	12	\$3,556,077	Task Force Review
500-3-0037	Direct	False	2500	352	3	\$3,600	Task Force Review
500-3-0039	Direct	True	2500	443	9	\$1,080,000	Task Force Review
500-3-0041	Direct	False	2500	329	10	\$112,368	Task Force Review
500-3-0042	Direct	True	1000	110	4	\$684,022	Task Force Review
500-3-0043	Direct	False	1000	321	12	\$3,050,000	Task Force Review
500-3-0044	Direct	False	1000	120	12	\$1,060,200	Task Force Review
500-3-0045	Direct	False	2213	321	4	\$2,000,000	Task Force Review

Line Item Details

Line Item ID: 500-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher salary

Account Number

07-40-001-1800-8041-51200

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The learning loss due to COVID will be addressed with a summer school program. Summer school salaries. We anticipate 8,000-10,000 students participating. There will be: 6 summer school coordinators; 18 site administrators, and approximately 375 teachers; as well as instructional support staff and other school support staff. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Summer school extended learning is necessary to improve academic achievement following the loss of instructional time during COVID for our vulnerable population of students. Four of the stakeholder groups recommended summer school as a priority use of ESSER funds.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$2,125,000

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$2,125,000

Status

Task Force Review

Line Item ID: 500-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies

Account Number

07-40-001-1800-8041-56100

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer school student transportation. Increases the opportunity for students to attend summer school. 75% of our summer school students need transportation. Transportation is essential for our students to attend summer school to deal with the learning loss due to COVID. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Summer school extended learning is necessary to improve academic achievement following the loss of instructional time during COVID for our vulnerable population of students. Four of the stakeholder groups recommended summer school as a priority use of ESSER funds. Transportation for summer school extended learning increases the attendance rates for our at-risk students.

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 ID: 500-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Services

Account Number

07-31-001-1000-8041-53220

Function Code

1000 - Instruction

Object Code

322 - Instructional Services

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Before/After school tutors. These funds would be used to pay certified teachers to be available for students before and after school. This would cover 160 teachers each serving 30 hours of tutoring time. Also provides for community partnerships for academic tutoring support. Challenges with staffing instructional and non-instructional positions provided an opportunity to look for various methods to support students' academic needs. Therefore, KCKPS selected Tomorrow's Promise Today (TPT) Education Leaders and Varsity Tutors to provide supplemental instruction to drill down on skill gaps resulting from remote learning as teachers accelerate current grade-level instruction in reading and math. Instructional resources used during tutoring programs are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$1,360,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$1,360,000
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, " Challenges with staffing instructional and non-instructional positions provided an opportunity to look for various methods to support students' academic needs. Therefore, KCKPS selected Tomorrow's Promise Today (TPT) Education Leaders and Varsity Tutors to provide supplemental instruction to drill down on skill gaps resulting from remote learning as teachers accelerate current grade-level instruction in reading and math. Instructional resources used during tutoring programs are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists."

Line Item ID: 500-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Misc Classified

Account Number

07-51-001-2100-8041-51540

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

As a result of COVID, our elementary students need a structured program alternative to tutoring before and after school. Expanding Kidzone before/after school programs. Cost of the entire operation for 2 Sites 120 students AM/PM 40 a week = 172,800: Tuition
 Staff 12: \$16.00 an hr: 20,000 for salaries
 Transportation: 10,800
 Nutritional Services: 5500
 Enrichment Contracts(BoyScouts, 4H, Martial Arts and Girl Scouts): 30,000
 Second Step: 25,000 KidZone allow students to arrive early and stay after hours in a structured setting.
 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Before and after school programs are necessary to improve academic achievement following the loss of instructional time during COVID for our vulnerable population of students. Four of the stakeholder groups recommended before and after school programs as a priority use of ESSER funds.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$264,100
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$264,100</u>

Status

Task Force Review

Line Item ID: 500-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

District Transportation

Account Number

07-25-600-2700-8041-55190

Function Code

2700 - Student Transportation Services

Object Code

519 - Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transportation)

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

In order to further support our students' learning loss due to COVID, tutoring will be provided. Student transportation for before/after school tutoring includes bus drivers/bus aides salaries and fuel. Increases the opportunity for students to attend tutoring. 50% of our students would benefit. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Before and after school programs are necessary to improve academic achievement following the loss of instructional time during COVID for our vulnerable population of students. Four of the stakeholder groups recommended before and after school programs as a priority use of ESSER funds. District transportation increases the attendance rates for our at-risk students.

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	\$135,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$135,000
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Status

Task Force Review

Line Item ID: 500-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher salary

Account Number

07-40-001-1000-8041-51200

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

In order to address the learning loss of students who were in PreK when schools shut down due to COVID, as well as students who were not able to attend PreK due to COVID, we will offer a Kindergarten Jump Start. Kindergarten jump start teacher salaries. This will cover the cost of 28 teachers and 28 instructional aides. This will take place over one week. The cost of supplies and transportation is also included. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Kindergarten Jump Start prepares our Kindergarten students for the school environment. This starts the education process for our young population of vulnerable students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$95,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$95,000</u>

Status

Task Force Review

Line Item ID: 500-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Software

Account Number

07-31-001-1000-8041-56530

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Intervention software - AVID - Avid is AVID, an acronym for Advancement Via Individual Determination, is an "untracking" program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society, virtual school. We will pilot in one high school, two feeder middle schools, and two feeder elementary schools.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$234,894**Budgeted Expenditures in SFY 2024** \$408,177**Total Expenditures** \$643,071**Status**

Task Force Review

Line Item ID: 500-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Software

Account Number

07-31-001-1000-8041-56530

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Virtual School - The District will partner with Greenbush to afford the opportunity for students to participate in virtual school. The cost per student will be \$3,500. We anticipate 175 students attending

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$612,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$612,500**Status**

Task Force Review

Line Item ID: 500-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Inst Specialist

Account Number

07-31-001-2210-8041-51610

Function Code

2210 - Improvement of Instruction Services

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Director of MTSS for coordination of learning loss due to Covid as well as extended learning opportunities outside of the school day and summer school

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	\$125,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$125,000</u>
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Status

Task Force Review

Line Item ID: 500-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher salary

Account Number

07-40-001-1000-8041-51200

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

The JAG-K program provides support for students to graduate. Due to the learning loss experienced due to COVID, additional teachers could expand the JAG-K program to reach more students.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

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 ID: 500-3-0011

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

Instructional Improve Services

Account Number

07-31-001-2213-8041-53210

Function Code

2213 - Instructional Staff Training Services

Object Code

321 - Instructional Programs Improvement Services

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Professional development (SIOP, ECC/DRDP Training). SIOP professional learning series enables teachers, in all content areas, to gain knowledge of best instructional practices to support English Learners. ECC/DRDP Training on how to deliver the early childhood assessment. The cost is approximately \$200 for 2,500 staff members.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$483,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$483,000</u>

Status

Task Force Review

Line Item ID: 500-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher salary

Account Number

07-37-001-1000-8041-51200

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Co-teaching salaries. Co-teaching provides for a more inclusive educational experience for our students with disabilities, as well as English Learners. This professional learning series will equip classroom teachers with the tools and strategies for a co-taught classroom. This will cover the cost of paying general education staff to attend training for co-teaching after school hours. We are also hiring Specials teachers for planning time/PD for our teachers. They currently do not have common plan time in all the schools and we understand the importance of Building Leadership Teams and Professional Development to provide a consistent instruction to our students and the ability for teachers to learn from each other. Approximate salary and benefits is \$60,000 each for 11 teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$684,022
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$684,022</u>

Status

Task Force Review

Line Item ID: 500-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Social Worker

Account Number

07-51-001-1800-8041-51670

Function Code

2113 - Social Work Services

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

In order to support our students who have socio-emotional needs as a result of COVID, we will have Social workers for summer school. Each summer school site will have a social worker on staff to support the socio-emotional needs of our students. Six social workers will work 5.5 hours a day for four weeks in June. Approximate salary and benefits per employee is \$3,333.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$20,000</u>

Status

Task Force Review

Line Item ID: 500-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Improve Services

Account Number

07-51-001-2213-8041-53210

Function Code

2213 - Instructional Staff Training Services

Object Code

321 - Instructional Programs Improvement Services

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

There has been an increase in our students behavioral/socio-emotional needs as a result of COVID. We will provide a professional development (trauma informed summer series, SEL resources, crisis team training). The proposed solution is to sustain the Trauma Sensitive and Resilient Schools Initiative that aligns and supports the Behavioral Health, Equity and Inclusion and Social Emotional Learning. This will include extra duty for staff for the Trauma Sensitive Summer Series, resources and mileage for Social Workers to support home visits, mental health services for school based therapists and an after school care clinic and to bridget the work of the Behavioral Health Coordinator. This proposal will impact students, families and staff. This work aligns with the KSDE SECD standards, the District's MTSS initiative, KESA and the District's Strategic Initiative Plan. The SEL resources provide rich, robust and evidence based resources that will develop Tier I supports. Tier supports will be cemented in evidence-based SEL practices with teachers, counselors and social workers that align with MTSS, KESA priorities and student achievement.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$100,806
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$100,806</u>
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Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "The Trauma Sensitive and Resilient Schools (TSRS) 3-year initiative culminated with the final cohort of schools receiving training during summer 21. Equipping all staff with tools to de-escalate, co-regulate, and embed trauma sensitive SEL practices into the day-to-day school environment builds stronger relationships as staff are more successful in supporting students' behaviors. Instructional resources and pedagogies are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists."

Line Item ID: 500-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Software

Account Number

07-31-001-1000-8041-56530

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

To further support students who are experiencing increased socio-emotional needs as a result of COVID, we will purchase the Edgenuity SEL component. Socio-emotional needs often manifests itself with behavior issues. This software will allow students who are in an alternative to suspension setting the ability to engage in socio-emotional skills. This will be provided to the middle and high school campuses.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$25,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "Challenges in meeting academic and social-emotional learning goals increased with the COVID-19 pandemic. With regression occurring, KCKPS responded in 21-22 by continuing to emphasize district continuous improvement plans foundational systems to scale supports to address the identified needs of the district, where 95% of K-12 students meet at least one at-risk indicator.

KCKPS 3-year disaggregated overall suspension data from 19-20 through 21-22, indicate the most considerable discrepancy continues to be found with Black students suspended at a rate of 55.03% as compared to their Hispanic counterparts at 28.96%. The suspension data is incongruent with the district's overall enrollment, where 55.6% of students are Hispanic compared with 24.3% of students who are Black. Additionally, when gender subgroups comprise an almost equal distribution of the total enrollment, disproportionality is also seen, with 64.59% of males accounting for suspensions when compared with their female counterparts, at 35.41%. To develop a more comprehensive picture of all factors that might impact subgroup suspension rates, the district is gathering baseline data as a part of MTSS on students' social-emotional competencies."

Line Item ID: 500-3-0016

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

Professionals

Account Number

07-51-001-214-8041-51690

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

There has been an increased need for support in our system around the socio-emotional needs of students due to the trauma of COVID. There will be a Coordinator for trauma informed care and services to oversee all trauma informed care initiatives for the District.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$78,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$78,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "Challenges in meeting academic and social-emotional learning goals increased with the COVID-19 pandemic. With regression occurring, KCKPS responded in 21-22 by continuing to emphasize district continuous improvement plans foundational systems to scale supports to address the identified needs of the district, where 95% of K-12 students meet at least one at-risk indicator.

To develop a more comprehensive picture of all factors that might impact subgroup suspension rates, the district is gathering baseline data as a part of MTSS on students' social-emotional competencies. During this baseline year of 21-22, teachers have assessed roughly half of the student population during fall and winter screenings. At both points, teachers identified approximately 78-80% of students as low risk, 15-16% as some risk, and 5-6% as high risk on the FastBridge® SAEBRS®. On the mySAEBRS®, roughly 48% of students completed the fall screening resulting in 66% identifying themselves as low risk, 30% identifying as some risk, and 4% identifying as high risk. Winter screening of mySAEBRS® of students' self-identification of risk factors remained somewhat commensurate with fall data, with 64%, 31%, and 5%, respectively."

Line Item ID: 500-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Nurse

Account Number

07-33-001-2130-8041-51420

Function Code

2130 - Health Services

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Establish a District Care Clinic that will provide mental health services due to COVID. This will include Behavioral Health Social Workers providing direct services and 3 to 4 session at no cost to the student/family. The cost is estimated to be about \$40,000 for 12 Social Workers to work 5 hours a week during the school year (186 days). Additional nursing staff: 3 Health Data Specialists approximate salary and benefits \$40,000 each to manage COVID contact tracing of Certified staff, Classified staff, and students and mandatory state/county COVID reporting, 7 LPNs approximate salary and benefits \$55,000 each to support recommended student:nurse ratios, 4 Health Room Aides approximate salary and benefits \$38,000 each to support at lower acuity/high enrollment schools.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$721,456**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$721,456**Status**

Task Force Review

Line Item ID: 500-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Administrator

Account Number

07-80-001-2130-8041-51610

Function Code

2130 - Health Services

Object Code

110 - Regular Certified Salaries

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

Please describe the expenditures within the account and how they will address a COVID-19 need

The Director of health services. This individual will oversee all health related services for the District. Duties of the current health services coordinator are too extensive due to COVID-19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$112,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$112,000**Status**

Task Force Review

Line Item ID: 500-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Software

Account Number

07-80-001-2130-8041-56530

Function Code

2130 - Health Services

Object Code

653 - Software

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Please describe the expenditures within the account and how they will address a COVID-19 need

Health services software for COVID contact tracing will impact all staff and students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$70,840**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$70,840**Status**

Task Force Review

Line Item ID: 500-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Stipends

Account Number

07-40-001-1000-8041-51209

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

To have high quality teachers, the district is encouraging and assisting in paying for National Board Certifications. The cost of 40 employees for study time and exam fees is \$5,000 each

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$200,000**Status**

Task Force Review

Line Item ID: 500-3-0022

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

Teacher salary

Account Number

07-40-001-1000-8041-51200

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 payment to certified and classified staff. As a result of COVID, we have lost many staff members. This retention payment would help to assist in staff retention. It would impact approximately 4,800 staff members. We are planning on \$4,000 per employee for two years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$18,000,000
Budgeted Expenditures in SFY 2024	\$18,000,000
Total Expenditures	\$36,000,000

Status

Task Force Review

Line Item ID: 500-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Custodians

Account Number

07-24-005-2610-8041-51810

Function Code

2610 - Operation of Building

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID, we have increased our custodial staff for cleaning and sanitizing school buildings. Approximate salary and benefits is \$55,000 for 45 staff members.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,500,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$2,500,000

Status

Task Force Review

Line Item ID: 500-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other Services

Account Number

07-51-001-2100-8041-53290

Function Code

2100 - Support Services (Students)

Object Code

329 - Other Professional Educational Services

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

In order to support our students who have socio-emotional needs as a result of COVID, we are bringing in BCBA (Board Certified Behavior Analyst) and RBT (Registered Behavior Techs) contracted staff. This will support all of our 22,000 students if needed. Seven contracted staff at \$95 per hour, 8 hours a day for 186 days. Research the traumatic times our students endured as they navigated through the pandemic has impacted their learning and has a direct correlation to the learning loss. One of the most daunting task educators will face is the gravity of overcoming the trauma and social emotional needs endured by students. The behavior students are exhibiting go beyond typical classroom management and require trained behavior analyst to work with collaborative with classrooms teachers to devise a strategy, interventions, and appropriate behavior supports for students. Addressing the behaviors will allow the classroom teacher more to time to focus on instruction. Our data shows an increase in behaviors since the students have returned.

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	\$1,000,000
Total Expenditures	\$2,000,000

Status

Task Force Review

Line Item ID: 500-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Worker

Account Number

07-51-001-2100-8041-51670

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID, there is a need for an additional social worker to support social emotional student needs at Grant Elementary. The enrollment at Grant Elementary is 307 students. The effects of COVID 19 and the impact on the social-emotional learning are creating an additional complex phenomenon for classroom teachers to navigate. An additional social worker at Grant Elementary will allow the general education teachers and the ESL staff to collaborate with the social worker to address the complex needs of the multiple students who speak as English as a second language and have gaps in their learning.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$75,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$75,000</u>
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Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Improve Services

Account Number

07-51-001-2213-8041-53210

Function Code

2213 - Instructional Staff Training Services

Object Code

321 - Instructional Programs Improvement Services

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

For a high quality workforce to address student learning loss, we need a Teacher/Leadship pipeline, Leaders of Leaders Institute, and Restorative Justice training for our staff. Restorative Justice training is \$200,000 to train all staff over two years, Leaders of Leaders Institute (\$100,000 per summer) We plan to host it the next two summers and provide training throughout the year during the 22-23 school year (\$20,000). Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, we discovered our suspension rate has increased due to behaviors students are displaying and we lost/losing teacher and leaders. KIPCOR training is \$25,500.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$445,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$445,500</u>

Status

Task Force Review

Line Item ID: 500-3-0030

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

Parent Services

Account Number

07-51-001-2100-8041-53240

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

There has been an increased need for support in our system for student enrollment and family services. We need additional staff in the Welcome Center to assist families and students. One director approximately salary and benefits \$120,000 and two assistants approximate salary and benefits \$40,000 each. We have a high number of non-English speaking families. The Welcome Center would assist families with the annual enrollment of students including translation services. We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys, Site Councils, Title Parent Meetings and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents wanted a centralized location to enroll, connect, reconnect, engage, access information and resources due the learning loss and losing families during COVID 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$200,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$200,000</u>

Status

Task Force Review

Line Item ID: 500-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Translator

Account Number

07-51-001-2100-8041-51500

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

To assist with family engagement, we need additional translators for a dual language center. We have a very diverse student/family population with over 65 languages spoken. Three employees with approximate salary and benefits of \$50,000 each. More than 50% of our student's primary language is not English. Due to COVID 19 the barriers these students face when in engaging in learning has been increased. The Dual Language Center will allow students to receive instruction in multiple languages in order to address the learning loss attributed to COVID 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$150,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$150,000</u>

Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Stipends

Account Number

07-40-001-1000-8041-51209

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

To address learning loss through high quality teachers, the district is encouraging and assisting in paying for CTE Praxis fees. 100 employees at \$5,000 each for study time and the exam fees.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$500,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$500,000

Status

Task Force Review

Line Item ID: 500-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Parent Services

Account Number

07-51-001-2100-8041-53240

Function Code

2100 - Support Services (Students)

Object Code

320 - Professional-Education Services

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID, there is a need for additional parent engagement. The district is putting into place additional support for parent engagement to address student learning loss. Five employees approximate salary and benefits \$50,000 each. We have a high number of low-income and non-English speaking parents. The parent engagement staff will work with individual families for their specific needs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$250,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$250,000</u>

Status

Task Force Review

Line Item ID: 500-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Health Insurance

Account Number

07-40-001-1000-8041-52100

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to the shortage of teachers, the district is offering health insurance benefits to long term subs. It is assisting in attracting substitute teachers. We are anticipating the possible need of 85 long term subs. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. The teacher shortage has required us to hire long term substitutes. We are offering health insurance benefits to our long term subs to attract them to stay with our district. This provides continuity for our vulnerable population of students.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$651,780
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$651,780</u>
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Status

Task Force Review

Line Item ID: 500-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher salary

Account Number

07-40-001-1000-8041-51200

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Reading intervention teachers. Our seven (7) Comprehensive Support Schools (CSI) at the elementary level will each receive a teacher. Approximate salary and benefits is \$82,500 per teacher. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Reading intervention teachers will support learning loss at our CSI schools whose vulnerable children need the most support.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$2,475,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$2,475,000</u>
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Status

Task Force Review

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Computers

Account Number

07-26-005-1000-8041-57360

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Computers to provide continuity of learning for our students to include 4th-8th grade. We will be upgrading 4th-8th grade from current Chromebooks to iPads. Due to the learning loss created from COVID, this would allow for a common computer platform for all of our students. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Continuity of learning is essential for our vulnerable population of students. We will be purchasing approximately 8,600 iPads.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,556,077
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,556,077</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

Other Prof/Technical Services

Account Number

07-40-001-2570-8041-53520

Function Code

2500 - Central Services

Object Code

352 - Other Technical Services

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

WorkKeys tutor assessment. Paraprofessionals providing instructional support in programs supported with federal funds must meet the following requirements: 1) Have a high school diploma or a GED certificate and, 2) Complete 48 hours at an institution of higher education* OR 3) Obtain an associate's (or higher) degree OR 4) Pass a State approved assessment that assesses the ability to assist in instructing reading, writing, and mathematics (or reading, writing, mathematics readiness). We currently have a large number of para/instructional support positions vacant due to COVID and a large candidate pool without the required credentials. Many SPED and ECH classrooms require an instructional support staff member in order to meet IEP or federal programming (Head Start) guidelines. All schools and students will be impacted by this project. Students and teachers benefit by having an additional layer of instructional support in the classroom, supported by a highly qualified staff member. If we are unable to fill current vacancies, we will be out of compliance in some of our federally funded classrooms. If we are out of compliance, we will run the risk of losing these federal funds. Loss of funds will result in eliminating these classrooms, reduction in staff, and loss of learning opportunities for students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,600
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,600</u>

Status

Task Force Review

Line Item ID: 500-3-0039

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

Technology Rentals

Account Number

07-26-005-2580-8041-54430

Function Code

2500 - Central Services

Object Code

443 - Rental of Computers and Related 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

To address the learning loss due to COVID, we need to provide families with internet access. This would impact 3,000 households. We have a high number of low-income families who cannot purchase their own internet service.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$1,080,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$1,080,000
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Status

Task Force Review

Line Item ID: 500-3-0041

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other Services

Account Number

07-40-001-2570-8041-53290

Function Code

2500 - Central Services

Object Code

329 - Other Professional Educational Services

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Staff have been greatly impacted by COVID, as well as our students. We want to implement social emotional support for our 4,500 staff members.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$112,368
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$112,368
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Status

Task Force Review

Line Item ID: 500-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher Salary

Account Number

07-37-001-1000-8041-51200

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Co-teaching salaries. Co-teaching provides for a more inclusive educational experience for our students with disabilities, as well as English Learners. This professional learning series will equip classroom teachers with the tools and strategies for a co-taught classroom. This will cover the cost of paying general education staff to attend training for co-teaching after school hours. We are also hiring Specials teachers for planning time/PD for our teachers. They currently do not have common plan time in all the schools and we understand the importance of Building Leadership Teams and Professional Development to provide a consistent instruction to our students and the ability for teachers to learn from each other. Approximate salary and benefits is \$60,000 each for 11 teachers.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$684,022
Total Expenditures	\$684,022

Status

Task Force Review

Line Item ID: 500-3-0043

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

Instructional Improve Services

Account Number

07-30-001-1000-8041-53210

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Proximity Learning livestreams certified teachers into classrooms for greater educational equity. We will have teachers for Spanish, Business Entrepreneurship, Math, Science, English, Algebra, Geometry, Family Consumer Science, Biology, Chemistry, Health, Computer Science, World and US History, and Engineering. It offers live teachers to our students in 61-90 minute sessions in areas we have teachers shortages at 4 middle schools and 5 high schools. This directly impacts student learning loss by lowering class sizes and providing licensed teachers to provide instruction. Without this program, class sizes would be large and hinder learning and we would not be able to offer classes such as Spanish to our students. Spanish is one example of a course that is required for graduation and we are unable to find Spanish teachers along with many other hard to fill positions.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,050,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,050,000</u>

Status

Task Force Review

Line Item ID: 500-3-0044

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

Aides

Account Number

07-40-001-1000-8041-51520

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Proximity Learning classroom aides. We will have 38 aides in classrooms while students are utilizing livestreamed Proximity Learning. This directly impacts student learning loss by lowering class sizes and providing licensed teachers to provide instruction. Without this program, class sizes would be large and hinder learning and we would not be able to offer classes such as Spanish to our students. Spanish is one example of a course that is required for graduation and we are unable to find Spanish teachers along with many other hard to fill positions. The aides will be able to assist in class management and tutoring.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,060,200
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$1,060,200

Status

Task Force Review

Line Item ID: 500-3-0045

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Improve Services

Account Number

07-31-001-2213-8041-53210

Function Code

2213 - Instructional Staff Training Services

Object Code

321 - Instructional Programs Improvement Services

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to COVID 19 impact learning loss of students it is important for staff to have the skills and tool to utilize PLC time effectively in order to implement a Multi-Tiered Support System to provide the appropriate interventions to students. A PLC Conference to hosted by Kansas City Kansas Public Schools will provide teachers and administrators with the tools to engage in PLC meetings at a high level and implement an MTSS system. When implemented well, the PLC process is the best way to build the learning-focused culture, collaborative structures, instructional focus, and assessment information necessary to successfully respond to the learning gaps students are experiencing due to COVID 19 (Buffman, Mattos and Malone, 2018). In John Hattie's meta-analysis study, response to intervention or RTI has an effect size of 1.29, which is fifth highest influence on student learning. Looking at KCKPS PLCs and MTSS systems, there is no coherence across the school district. Different schools use different methods of organizing the work within PLCs. Michael Fullan's Coherence Framework states that having a focused direction means we need to be purpose driven and have clarity in strategy. Right now, KCKPS teachers are not all moving in the same direction because of varied opinions on PLCs and no clear strategies to work effectively. Hosting this conference will allow us to provide the tools to all of our teachers and implement PLC effectively.

We will be replicating what Shawnee Mission provided last year. It will provide 2,000 registrations for the PLC Institute for \$500 per registration. The PLC Institute directly addresses our ability to reimagine learning and guarantee relevant opportunities for personalized learning. This conference will allow teachers in the district to be trained in the latest research on collaboration and professional learning communities. Based on our experiences with smaller teams, it has the potential to significantly positively impact the climate in the district and learning for students.

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	\$1,000,000
Total Expenditures	\$2,000,000

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	204	Bonner Springs	2,528	45%	\$ 3,882,112	\$ 555,780	14%	\$ 3,379,206	\$ 3,379,206	\$ 2,823,426	100%	\$ 1,337	
2	229	Blue Valley	21,779	8%	\$ 13,613,233	\$ 13,613,233	100%	\$ 13,613,233	\$ 13,613,233	\$ -	100%	\$ 625	
3	237	Smith Center	398	45%	\$ 656,592	\$ 612,920	93%	\$ 619,920	\$ 619,920	\$ 7,000	100%	\$ 1,556	
4	250	Pittsburg	3,138	61%	\$ 7,019,229	\$ 6,485,275	92%	\$ 6,500,275	\$ 6,500,275	\$ 15,000	100%	\$ 2,071	
5	356	Conway Springs	398	27%	\$ 625,681	\$ 582,981	93%	\$ 625,681	\$ 625,681	\$ 42,700	100%	\$ 1,572	
6	413	Chanute Public Sch	1,685	60%	\$ 4,025,908	\$ 4,025,908	100%	\$ 4,025,908	\$ 4,025,908	\$ -	100%	\$ 2,389	
7	466	Scott County	945	47%	\$ 1,153,402	\$ 260,666	23%	\$ 1,153,402	\$ 1,153,402	\$ 892,736	100%	\$ 1,220	
8	503	Parsons	1,243	73%	\$ 4,663,635	\$ 3,128,639	67%	\$ 3,670,993	\$ 3,670,993	\$ 542,354	100%	\$ 2,954	
9	507	Satanta	247	68%	\$ 557,163	\$ 239,859	43%	\$ 278,582	\$ 278,582	\$ 38,723	100%	\$ 1,130	
Total			32,362	23%	\$ 36,196,955	\$ 29,505,261	82%	\$ 33,867,200	\$ 33,867,200	\$ 4,361,939	94%	\$ 1,047	

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 D0204

Status
Approved

KSDE Application Comments

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Bonner Springs	2200 S 138th Street, Bonner Springs, KS 660120435	P O Box 435, Bonner Springs, KS 660120435
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Daniel Brungardt	brungardtd@usd204.net	(913) 422-5600

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Rick Moulin	Assistant Superintendent	moulinr@usd204.net	(913) 961-2554
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
brungardtd@usd204.net		brungardtd@usd204.net	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
bargerr@usd204.net		bargerr@usd204.net	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

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 204 is in a unique situation regarding the COVID pandemic. During the 2020-2021 school year, the Wyandotte County Health Department was given local control by the Unified Government to make decisions regarding in-person learning. As a result, our students in elementary school were only allowed to attend school every other day, with the opposite day being remote learning. Middle and High School students were not allowed to switch classes, and with the social distancing mandate, also only attended every other day. Essentially, our middle school students sat in the same room and their individual teachers zoomed in at specific times to deliver instruction. For our high school students, this was not an option because of the different levels of classes. High school students were on site for general support, but all classes were taught through zoom. USD 204 did not get back to the "normal" routine of school until the fourth quarter. As we elicited feedback from our different groups, the overlying theme was that students needed to be in school, full-time, and in-person.

The District will continue to work with our local health department to ensure we are safely operating our schools for in-person learning.

- Masks will continue to be distributed and provided throughout the year to all district staff and students.
- Everyone should continue to socially distance, utilize good hand hygiene, and stay home if you are ill.
- Our staff and custodial staff regularly disinfect surfaces within the building.
- USD 204 through a state KHDE grant are testing students and staff on site with the goal identifying individuals with COVID and testing to keep 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

USD 204 engaged students to develop the ESSER plan. USD 204 has engaged in meaningful consultation with students through meetings with student leadership organizations, individual students meetings, and students surveys. District administration created a survey for students to gather input on the ramifications of COVID and ways the school district could support students. Out of these meetings and surveys, the district learned that the number one need of our students was being face to face with their teacher. We also learned that many of our students did not have adequate internet access at home for remote learning. The students also emphasized the importance of social interaction at school and being away made many feel isolated and alone. Other areas that students indicated as areas of need were structure, time management, and mental health and anxiety support. The district also utilized data to help make decisions. USD 204 had more students fail classes than ever before and attendance was at an all-time low. In addition, the district worked closely with the local health department to ensure safety protocols were in place. Throughout the 2020-2021 school year, staff modified curriculum based on student performance to fill in learning loss gaps. Staff and administration also worked with students with the goal of making learning both engaging and motivating. Based on survey results, a great deal of time was also spent on social and emotional learning. This school year, the effort continues with adding integrative curriculum projects.

Families

USD 204 has engaged in meaningful consultation with parents, We have met with and surveyed parents (including parents of students with an Individual Evaluation Plan & students that are English Language Learners). The biggest concern amongst all families was keeping school open and not remote. Parents also expressed concern about remote learning and children falling behind academically. In addition, motivation was a factor for many students and parents were looking for resources and ideas to keep kids engaged. USD 204 also engaged parents with home visits, through zoom, and other electronic communication. During the 2020-21 school year, due to restrictions put on from the local health department, parents were very vocal about the importance of a strong summer school program. Based on feedback from parents, transportation was provided for students, which had never occurred prior to the pandemic. Each school building in the district hosted their own summer school program, tailored to their student needs. Summer school included both core activities along with electives/specials. Parent feedback indicated that children in the district were struggling academically, but also needed incentives/connections outside of the core areas.

This communication continues with parent on site communication events, surveys, and individual parent meetings. Each building principal is renewing a site council, with the goal of gathering input on COVID related issues and ways to best meet the needs of students in the district. Finally, the district worked with the local health department to provide a vaccination fair for families and students and will continue this effort as long as parent interest occurs.

School and District Administrators including Special Education Administration

School district administration meets with building principals and sped directors weekly with the goal of ensuring safety and the appropriate resources needed to teach in a hybrid model. This format continues as district administration is visiting schools on a consistent basis, meeting with building administrators, sped directors, and sped teachers to gauge needs and concerns. The district adopted a new IEP software program with the goal of creating a better understanding of students needs and appropriate accommodations. The new program allows parents and teachers more access to the IEP on a regular basis and serves as a communication and progress monitoring tool. Through meetings and surveys with our special education administration and teachers, the district learned that students on IEP's struggled with online learning, and in many cases gave up. Principals, along with the SPED Director and SPED Teachers, created goals for engaging kids in school and revisited IEP goals. Training was provided for all sped teachers and paraprofessionals in the district on engagement strategies. The district purchased AIMS Pathway, a resource to help with struggling readers.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 204 has engaged in meaningful consultation with staff members through building leadership team meetings, district leadership team meetings and surveys specific to learning loss and ways the district could best serve our students. The overlying theme from staff was the concern for safety in regards to the pandemic. Other concerns were lack of substitute teachers and ways to cover classes when substitute teachers were unavailable. Teachers were also concerned about the curriculum and pacing guides and the learning gap that occurred from being remote from a majority of the 2020-2021 school year. Staff also emphasized the importance of building relationships with students, and concerns for the social and emotional needs of our students and staff. Finally, teachers and support staff reported an uptick in student discipline issues as a result of students not being engaged in in-person learning for a majority of the 2020-2021 school year. USD 204 district administration also met with the BSKNEA on multiple occasions to gather feedback about the challenges of the pandemic and ways to address learning loss and improve staff morale.

School district administration meets with building principals weekly with the goal of ensuring safety and the appropriate resources needed to teach in a hybrid model. This format continues as district administration is visiting schools on a consistent basis, meeting with building administrators, school nurses, and teachers to gauge needs and concerns. Each building also surveys staff on specific items, including environmental, instructional, safety, and social and emotional needs. Through working with teachers, USD offers an EAP (Employee Assistance Program), provides professional development specific to social and emotional growth, and positive mental health strategies. Based on feedback from teachers, USD 204 provided a motivational speaker to kick off the 2021 school year. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district. Also through this process, it was also determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.

Tribes

USD 204 does not have an active native American organization within our boundaries. There are 14 students who identify as Native American. USD 204 staff has reached out to a representation of these parents to elicit feedback on challenges associated with pandemic. The parent groups main concern was that school stayed open and in-person. According to the parent group, remote learning was ineffective and posed many challenges in regard to motivation and structure. Finally, there was a financial concern as parents indicated losing and/or changing jobs.

Civil Rights Organization including Disability Rights Organizations

USD 204 has a long history of working with the local NAACP, which includes student programs, the use of school facilities, and a partnership on community celebrations. While it was difficult to work with community organizations due to the local health restrictions during the 2020-2021 school year, USD 204 is making a concerted effort to strengthen connections during the 2021-2022 school year. USD 204 staff attended a local NAACP meeting and provided information on strategies being implemented to address student learning loss and emotional distress as a result of the pandemic. Members of the group emphasized the importance of keeping school open full time. In addition, the group suggested we look at opportunities for students to get more engaged with school through tutoring and/or summer school programs. The group also discussed the importance of promoting the opportunities all students have in the district through the CTE and dual enrollment programs. USD has a strong partnership with Special Olympics and provides facilities, coaches, and peer models for Unified Sports. Prior to COVID, Bonner Springs High School and Robert E. Clark Middle School was recognized as an ESPN Special Olympics Unified Champions School. During the 2021-22 school year, USD 204 is offering Unified Bowling for the first time.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

USD 204 met with elected officials and other community groups about the challenges of the pandemic and gave them the opportunity to provide feedback on ways to help students become more successful. USD 204 also advocated for in-person learning to all stakeholders throughout the community. This has occurred through community meetings, presentations at the Chamber of Commerce, Rotary, individual conversations with the mayors of Bonner Springs and Edwardsville, Unified Government, and the Health Department. USD 204 also expanded on our relationship with PACES (Mental Health Resources for families in Wyandotte County). We have conferred with PACES on strategies to re-engage students in school, address learning loss, and meet the social and emotional needs of students. We've worked with PACES on resources for homeless families, children in foster care, and general support for all students suffering trauma. As a result, much of our professional development for teachers revolves around much of what we've learned through this partnership. USD 204, as part of the ESSER II grant, hired three social workers in partnering with PACES, our local mental health organization. These social workers are tasked with home visits for students who are struggling and facilitating families to connect with outside agencies for support and services. Additionally, USD 204 has a strong working partnership with Vaughn-Trent, a local social organization that is only set-up to work within the boundaries of the school district. This organization helps the district identify homeless students and underserved students. The USD 204 team has attended Vaughn Trent meetings and functions and has elicited feedback on the impact of learning loss due to COVID.

Each building in the district has a SIT team, which works to identify students and families who are struggling to engage in school. In addition, students in each of the districts buildings participate in a community service project to serve underserved families in the Bonner Springs/Edwardsville communities. The district partners with a local organization, Feed His Lambs, to provide weekly meals for families in need.

During the 2020-2021 school year, the Wyandotte County District Attorney notified the school district that they would not monitor attendance due to restrictions put upon schools by the county health department (Remote). This year, USD 204 has worked with the Wyandotte County District Attorney's office on ways to address truancy, strategies and steps for school administrators to take to encourage attendance, and steps to follow when those strategies don't work.

USD has a strong partnership with Special Olympics and provides facilities, coaches, and peer models for Unified Sports. Prior to COVID, Bonner Springs High School and Robert E. Clark Middle School was recognized as an ESPN Special Olympics Unified Champions School. During the 2021-22 school year, USD 204 is offering Unified Bowling for the first time.

Provide the public the opportunity to provide input and take such input into account

USD 204 met with elected officials and other community groups about the challenges of the pandemic and gave them the opportunity to provide feedback on ways to help students become more successful. USD 204 also advocated for in-person learning to all stakeholders throughout the community. District administration meets with community organizations, providing information about the current status of schools and seeking input on ways to positively engage the community with the district. This has occurred through community meetings, presentations at the Chamber of Commerce, Rotary, individual conversations with the mayors of Bonner Springs and Edwardsville, Unified Government, and the Health Department. USD 204 also expanded on our relationship with PACES (Mental Health Resources for families in Wyandotte County). USD 204 also sends a community newsletter. The newsletter provides information about the district, events going on with the community, and opportunities for community input for school engagement.

USD 204 school board provides an open forum at the beginning of each BOE meeting to allow the public to address any school related issues. The district put together a COVID task force to address specific concerns regarding education and student/staff safety. This committee provides the BOE with recommendations for school protocol as the district navigates through the pandemic.

District administration meets bi-weekly with 46 other agencies within the county, which include public, health, and non-profit groups to assess and make recommendations on community needs. Through these meetings, the school district receives the most up-to-date information on health concerns, rental vacancies, homeless rates, and challenges within the community.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

During the past year, Wyandotte County schools have been placed in a unique and more restrictive situation than other schools in the state. While other school districts chose to bring students back to the classroom in person at the beginning of the school year, Wyandotte County Mandatory Health officers dictated every aspect of daily school functions. While 70% of the district's students were attending in person 2 days per week, the majority of their learning time was spent remotely from home. As parents struggled with supervision of their children and assuming the role of teacher's assistant, many parents did not have the ability to provide any supervision or assistance for their children. Some students were disengaged from the learning process and have been for a year, others students attempted to engage, but without the support of a teacher in a classroom, were not successful. A recent analysis of students failing in our high school showed an increase of 6 times more students than last school year at this time. These are students who will soon be in the workplace or attending post-secondary education and we are faced with having a very short amount of time to intervene and help these students attain the skills they need to be successful. Providing individualized instruction becomes essential especially for our special education students, who have a wide range of challenges to overcome, have not experienced success due to their need for in person assistance to complete tasks.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

The District will offer an expanded summer learning program in the Summer of 2022. The District will also continue to expand the classroom support with intervention teachers as needed. This intervention model was implemented with ESSER II funds. The District will also hire additional staff at the K-12 level as needed to support smaller class sizes. These staff members will work with students using small group intensive instruction and monitor student progress often, adjusting as needed to ensure that appropriate learning growth occurs.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Funds not used specifically for learning loss and safety will be used to:

- coordinate preparedness and response efforts with State, and local public health departments to prevent, prepare for, and respond to COVID-19;
 - purchasing supplies to sanitize and clean the LEA's facilities;
 - employ additional custodians to clean and sanitize our buildings
 - repair and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
 - purchase educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
 - conduct other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff
- USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district.
- Through meeting with focus groups, it was determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.
- Add additional nursing staff to assist with keeping students and staff safe. The additional nurse will assist with testing, which will improve opportunities for students to not be quarantined during close contact situations.

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 204 will add a School Improvement (Learning Loss) specialist and instructional coaches at each of the five buildings in the district for the 2022-2023 school year. This position will allow for focused emphasis on student achievement, learning loss, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, these individuals will work together to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level. This will be accomplished by analyzing assessment data and working closely with principals and classroom teachers to help model and implement effective strategies. Here are the goals of these positions:

- Work closely with building principals to support teachers in curriculum and instruction to enhance student achievement and learning loss.
- Plan and coordinate school intervention, remediation, and tutorial programs/classes.
- Review and track attendance and academic progress of students being served in remediation, intervention and tutorial programs to determine progress and the need for adjustments.
- Assist with data collection and data record keeping associated with the Plan for Continuous Improvement (as appropriate).
- Analyze assessment data as it relates to the school, to individual student achievement, and to the improvement of instruction;
- Serve as a member of the school's Plan for Continuous Improvement Leadership Team;
- Serve as a liaison between the school administration and central office administration and the school administration and teachers, students and parents for areas identified as assigned responsibilities and essential functions.
- Coordinate alignment of K-12 Math and STEM Curriculum

In addition, USD 204 will purchase a curriculum management system to align and track KSDE standards and performance data. Finally, the Curriculum leaders in the district will:

- Continue to work with principals and teachers to identify gaps in the content standards.
- Identified standards will be incorporated into the grade level or course curriculum standards that most closely match those that were not taught previously
- Tutors will be used for Reading and Math support in each elementary school
- Continue to utilize district and state level assessment data to identify and address student learning gaps.
- Surveys regarding the learning environment needs in our district have been utilized to gather information and facilitate decision making.
- District will continue to use Google Classroom as it's online learning platform for classroom instruction.
- Funds will be used to ensure device availability and connectivity for all students
- Funds will be used for chromebook repairs and replacements
- Partnership with PACES for additional services mental services for families and students will remain intact.
- USD 204 will provide funding for students taking concurrent college classes with the goal of building an academic foundation for post-secondary success.
- College and Career advocates will be utilized to support students in high school to help them determine essential skills and classes needed for post- secondary success
- The district will continue to employ social workers K-12 to help students and families connect with school and find avenues for student success
- Academic Focus Classes will be used to support students in our middle school and high school.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$3,882,112	\$0	\$3,882,112	ESSER III Allocations	\$776,423
Approved Total	\$555,780	\$0	\$555,780	Approved Total	\$55,000
Amount Left	\$3,326,332	\$0	\$3,326,332	Amount Still Needed	\$721,423
In Review Total	\$2,823,426	\$0	\$2,823,426	In Review Total	\$1,622,045
Amount Left	\$502,906	\$0	\$502,906	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
204-3-0005	Direct	True	2212	653	12	\$62,678	Task Force Review
204-3-0006	Direct	True	2212	110	12	\$194,865	Task Force Review
204-3-0007	Direct	True	1000	111	11A	\$273,000	Task Force Review
204-3-0008	Direct	False	1000	569	12	\$142,128	Task Force Review
204-3-0009	Direct	False	1000	110	16	\$550,000	Task Force Review
204-3-0010	Direct	False	2000	100	16	\$202,000	Task Force Review
204-3-0011	Direct	False	3100	100	16	\$50,000	Task Force Review
204-3-0012	Direct	True	1000	619	11A	\$11,502	Task Force Review
204-3-0013	Direct	False	2130	100	10	\$93,000	Task Force Review
204-3-0014	Direct	False	2134	100	16	\$164,253	Task Force Review
204-3-0015	Direct	True	1000	653	12	\$120,000	Task Force Review
204-3-0016	Direct	True	1000	150	11B	\$200,000	Task Force Review
204-3-0017	Direct	True	2210	110	12	\$760,000	Task Force Review
204-3-0001	Direct	False	1000	111	16	\$400,000	Approved
204-3-0002	Direct	False	1000	111	5	\$35,780	Approved
204-3-0003	Direct	False	2134	121	2	\$65,000	Approved
204-3-0004	Direct	True	1000	121	16	\$55,000	Approved

Line Item Details

Line Item ID: 204-3-0005

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 Curriculum Management

Account Number

482212653000

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

653 - Software

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**

Curriculum management system to align and track KSDE standards and performance data. During the pandemic, the Unified Government did not allow students to return to full, in person learning until the fourth quarter of the 2020-2021 school year. This disruption in the learning process created an immediate need to address curriculum, pacing guides and data analysis to determine deficiencies. This software program will afford us the opportunity to address these areas, ensuring we are meeting the needs of all students and providing a guaranteed and viable curriculum.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$62,678
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$62,678</u>

Status

Task Force Review

Line Item ID: 204-3-0006

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

School Improvement Specialist Salary

Account Number

07 2213 110 912

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**

110 - Regular 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**

For the 2022-2023 school year, USD 204 will hire a School Improvement Specialist with the goal of addressing learning loss, achievement gaps, providing support for principals and teachers in the area of curriculum and instruction, and tiered support. This team will analyze student performance data, resources, and best practice instructional strategies throughout the district. This will ensure vertical curriculum alignment throughout the district. In addition, our School Improvement Specialist will provide professional development for teachers, model effective instructional strategies, and provide support on effective use of resources to meet the needs of all students. This position will allow for focused emphasis on student achievement, learning loss in relation to the pandemic, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, this individual will work to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$96,865
Budgeted Expenditures in SFY 2024	\$98,000
Total Expenditures	<u>\$194,865</u>

Status

Task Force Review

Line Item ID: 204-3-0007

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

Instructional Salaries Summer School

Account Number

48-1000-111

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

The pandemic has been a struggle for most students. The past two summers, we've had an increase in summer school participation because of the learning loss that occurred during the pandemic. ESSER III funds will allow us to continue a robust summer school program for the 23 and 24 school years. The goal for summer school at the elementary level is to reinforce academic skills, provide enrichment opportunities through hands-on learning activities, and create a fun learning environment for our kids. The goal at the high school level is to reinforce academic skills with the primary focus of credit recovery. The goal of high school summer school is to keep students on track towards the graduation requirements. This would cover 22 certified staff members.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$91,000
Budgeted Expenditures in SFY 2023	\$91,000
Budgeted Expenditures in SFY 2024	\$91,000
Total Expenditures	<u>\$273,000</u>

Status

Task Force Review

Line Item ID: 204-3-0008

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

College Tuition for Dual Credit

Account Number

48 1000 569

Function Code

1000 - Instruction

Object Code

569 - Other Tuitions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

During the 2019-2020 school year, because of the pandemic, we saw a decline in enrollment for our dual credit college classes. After visiting with our district site council, students, parents and local NAACP, we learned that the pandemic created financial hardships for many of our families. As a way to help, our BOE approved paying for dual credit college classes for our high school students. This is an incentive to keep kids in school and to support their individual plan of study.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$46,128
Budgeted Expenditures in SFY 2023	\$48,000
Budgeted Expenditures in SFY 2024	\$48,000
Total Expenditures	<u>\$142,128</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

Premium Retention Pay

Account Number

48 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

Premium Retention Pay for all certified and classified instructional employees. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a \$1000 retention stipend in December. There are 230 certified instructional staff members and 52 instructional classified staff member. Classified staff members will be paid on a prorated basis, depending on how many months they work. For 10 month classified instructional staff, the premium retention stipend would be \$833.33 and 11 month would be \$916.67. The goal of the stipend is to entice employees to continue working for the district.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$275,000
Budgeted Expenditures in SFY 2024	\$275,000
Total Expenditures	\$550,000

Status

Task Force Review

Line Item ID: 204-3-0010

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

Premium Retention Pay

Account Number

48 2000 100

Function Code

2000 - Support Services

Object Code

100 - Personal Services - Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium Retention Pay for non instructional support staff. USD 204 meets with the teacher's bargaining union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a \$1000 retention stipend in December. There are 109 non instructional classified staff members who will be paid on a prorated basis, depending on how many months they work. For 10 month classified non instructional staff, the premium retention stipend would be \$833.33 and 11 month would be \$916.67. The goal of the stipend is to entice employees to continue working for the district.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$101,000
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Budgeted Expenditures in SFY 2024	\$101,000
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Total Expenditures	<u>\$202,000</u>
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Status

Task Force Review

Line Item ID: 204-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Premium Retention Pay

Account Number

48 3100 100

Function Code

3100 - Food Service Operations

Object Code

100 - Personal Services - Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Premium Retention Pay for Food Service employees. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a \$1000 retention stipend in December. There are 30 food service employees who would receive the retention stipend on a prorated basis as 10 month employees, which would be \$833.33.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	\$50,000

Status

Task Force Review

Line Item ID: 204-3-0012

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

Summer School Classroom Supplies

Account Number

48 1000 619

Function Code

1000 - Instruction

Object Code

619 - Other Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Supplies and Materials are essential components of a successful Summer School program. The goal is to provide hands on STEM activities that promote quality learning experiences. The pandemic has been a struggle for most students. The past two summers, we've had an increase in summer school participation because of the learning loss that occurred during the pandemic. ESSER III funds will allow us to continue a robust summer school program for the 23 and 24 school years. The goal for summer school at the elementary level is to reinforce academic skills, provide enrichment opportunities through hands-on learning activities, and create a fun learning environment for our kids. The goal at the high school level is to reinforce academic skills with the primary focus of credit recovery. The goal of high school summer school is to keep students on track towards the graduation requirements.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,502
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$11,502</u>

Status

Task Force Review

Line Item ID: 204-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Social Worker and Family Liaisons

Account Number

48 2130 100

Function Code

2130 - Health Services

Object Code

100 - Personal Services - Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

ESSER funds have allowed the district to hire a social worker and two family liaisons for the district. These individuals support students social and emotional needs, along with working with families on utilizing resources within the community. ESSER III funds will be used to continue this work.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$48,000
Total Expenditures	\$93,000

Status

Task Force Review

Line Item ID: 204-3-0014

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

Nursing

Account Number

48 2134 100

Function Code

2134 - Nursing Services

Object Code

100 - Personal Services - Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

To help keep students in school, an additional nurse was hired to facilitate increased testing for COVID. The expenditures include all employer costs and benefits.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,253
Budgeted Expenditures in SFY 2023	\$78,000
Budgeted Expenditures in SFY 2024	\$80,000
Total Expenditures	\$164,253

Status

Task Force Review

Line Item Comment from KSDE

Approved in ESSER II

Line Item ID: 204-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Software

Account Number

48 1000 653

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 204 will renew contracts with Near Pod, Labster, We Video, Edgenuity, Reading Horizons Elevate Software, Generation Genius, See Saw, etc. This software will facilitate student learning in the classroom and address learning loss. During the pandemic, it became even more evident that not all students learn in the same manner. The various technology resources are used to diagnose student deficiencies as well as provide a platform for skill refinement, improved engagement, and enhancing conceptual knowledge.

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	<u>\$120,000</u>

Status

Task Force Review

Line Item ID: 204-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Tutoring Program

Account Number

48 1000 150

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

ESSER funds have allowed us to expand and enhance tutoring programs. We have implemented tutoring programs that take place both during the school day and outside regular school hours. At each of our buildings, we have created a process for identifying students who struggle in reading, math, and/or who need social and emotional support. The elementary schools have Title I teachers and support staff who work with students during the school day to refine skills. Each of the elementary schools implemented an after school program that has been highly successful this past school year, meeting four days per week. The goal of the after school program is to individualize instruction and to teach math and reading in a fun, engaging way. Both the middle and high school have a period during the school day devoted to skill refinement and social and emotional development. The ESSER III funds will be used to compensate approximately 33 teachers to provide after school tutoring programs four days per week during the school year at each school in the district.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100,000
Budgeted Expenditures in SFY 2024	\$100,000
Total Expenditures	\$200,000

Status

Task Force Review

Line Item ID: 204-3-0017

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

Instructional Coaches Salary

Account Number

07 2213 110 912

Function Code

2210 - Improvement of Instruction Services

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

For the 2022-2023 school year, USD 204 will hire 5 Instructional Coaches (one at each building in the district) with the goal of addressing learning loss, achievement gaps, providing support for principals and teachers in the area of curriculum and instruction, and tiered support. This team will analyze student performance data, resources, and best practice instructional strategies throughout the district. This will ensure vertical curriculum alignment throughout the district. In addition, our IC's will provide professional development for teachers, model effective instructional strategies, and provide support on effective use of resources to meet the needs of all students. These positions will allow for focused emphasis on student achievement, learning loss in relation to the pandemic, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, these individuals will work together to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$375,000
Budgeted Expenditures in SFY 2024	\$385,000
Total Expenditures	<u>\$760,000</u>

Status

Task Force Review

Line Item ID: 204-3-0001

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

Instructional Salary

Account Number

46-1000-11

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district.

Budgeted Expenditures in SFY 2021 \$400,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$400,000**Status**

Approved

Line Item ID: 204-3-0002

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

Instructional Salary

Account Number

46-1000-11

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Please describe the expenditures within the account and how they will address a COVID-19 need

-Through meeting with focus groups, it was determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.

Budgeted Expenditures in SFY 2021 \$35,780**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$35,780**Status**

Approved

Line Item ID: 204-3-0003

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

46-2134-121

Function Code

2134 - Nursing Services

Object Code

121 - Full-Time 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

Add additional nursing staff to assist with keeping students and staff safe. The additional nurse will assist with testing, which will improve opportunities for students to not be quarantined during close contact situations.

Budgeted Expenditures in SFY 2021	\$65,000
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$65,000</u>
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Status

Approved

Line Item ID: 204-3-0004

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

Instructional Salary

Account Number

46-1000-11

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

College and Career advocates will be utilized to support students in high school to help them determine essential skills and classes needed for post- secondary success

Budgeted Expenditures in SFY 2021	\$55,000
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$55,000</u>
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Status

Approved

ESSER III APPLICATION FOR D0229

Status
Approved

KSDE Application Comments

Although there may not be any tribes associated with the district, our records indicate 77 students who self-identify as Native American. Please describe how their input was included. Please identify the Civil Rights Organizations that were contacted. Who were the stakeholders who represented the underserved populations? How was the public notified of their opportunity to provide input into the ESSER III plan?

https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

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>
Blue Valley	15020 Metcalf Ave., Overland Park, KS 662232200	P.O. Box 23901, Overland Park, KS 662830901
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Tonya Merrigan	tmerrigan@bluevalleyk12.org	(913) 239-4000

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Adam Wade	Director of Academic Achievement & Accountability	awade@bluevalleyk12.org	(913) 239-4623

Other District Representative 1 - Name

sbutler@bluevalleyk12.org

Other District Representative 1 - E-mail Address

sbutler@bluevalleyk12.org

Other District Representative 2 - Name

ktolar@bluevalleyk12.org

Other District Representative 2 - E-mail Address

ktolar@bluevalleyk12.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.bluevalleyk12.org/Page/35857>

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?

Blue Valley School District USD 229 will continue mitigation strategies consistent with the CDC guidelines. These measures include enhanced cleaning, utilization of PPE, and staffing measures intended to be part of COVID-19 response. More specifically, these funds will provide additional FTE for Health Liaisons. These individuals will assist with communication between the district and the county health department relative to knowledge regarding COVID-19 exposures, known positive cases, education of staff and students, etc. At the elementary school level, cafeteria supervisors funded through this allocation will assist with proper supervision and enforcement of protocols when students are gathered in cafeterias or other common spaces for meals. Face masks and other PPE will continue to be ordered and made available to students and staff. KN95 masks will be available for individuals in more high-risk student populations. Hand sanitizer to encourage hand hygiene will continue to be provided to all schools and district facilities aiding in prevention of spread.

At the writing of this application, the district is adhering to the Johnson County Board of Health Order 001-21 which requires students wear masks grades EC-6. Since our 6th graders are in the same school as 7th and 8th graders, the order applies to us in grades EC-8. On Monday, August 9th, our Board of Education voted to extend the application of the order to include grades 9-12.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Students participate in Board Advisory Committees. In identifying needs, student voices are heard during various committee meetings through student membership. These committees at the building and district levels included but were not limited to: student building leadership teams, student diversity committees, Student Activities and Athletics Advisory Team, Health and Well Being Advisory Team, Curriculum and Instruction Board Advisory Team, etc. Additionally, students provided perspectives when recounting virtual ed course experiences at high school.

Families

All families in the school district were provided access to a ThoughtExchange feedback loop. This provided the opportunity to give feedback to the district specifically targeted at suggestions for ESSER funds utilization. Additionally, this feedback loop was designed to remain open indefinitely during the period of allowable ESSER expenditures. The district also conducted a back to school district-wide survey summer of 2021. Each building will conduct needs assessments including surveys to each family. These needs will continue to be reviewed and assessed to ensure that ESSER funds are providing adequate support for student learning.

School and District Administrators including Special Education Administration

School administration for both the general education population and special education population were provided the opportunity to provide feedback and suggestions on ESSER expenditures. These sessions were conducted in order for principals to also represent teacher and student feedback from their building / facility. Members of the district administration team were also afforded opportunities to participate in brainstorm sessions designed to define solutions to known needs associated with student learning. These sessions did include representation from the two teacher associations present in USD 229.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Various stakeholders were provided an opportunity to provide input and identify needs of students and staff as a result of COVID-19 response. These needs have been identified through stakeholder participation in Zoom meetings, a Thought Exchange, and Board Advisory Committees. In particular, our Board Advisory committees (parents, partners, students, staff) were quite helpful here, as they articulated perceived needs in a number of different areas. These groups regularly identified needs associated with PPE, additional support for students with an emphasis on reading and math, needs associated with honoring the increased work loads of both classified and certified staff, social emotional needs of students, increased supervision needs to enforce social distancing, increased needs of our ESOL population, increased learning support needs for high risk students, etc.

Teachers representing certified staff from across the district participated in feedback sessions. These teacher groups were also afforded opportunities to participate in brainstorm sessions designed to define solutions to known needs associated with students. The teacher unions represented in the district were both extended an invitation for participation.

Tribes

Using an online survey as the vehicle, the district reached out to the families of 97 students identifying as Alaskan/Native American to seek feedback regarding suggestions to best meet the needs of Native American students.

In our survey, we received 2 responses from those identifying as "Native American Tribe Member".

Those identifying as tribe members gave the highest ranks to the following:

Additional personnel for academic and behavior support

Expanded social emotional learning and mental health services

There was also a comment from one of the respondents around continuing to improve air filtration systems, not just for COVID, but for students with seasonal allergy issues as well. The good news on this one is Blue Valley air filtration has been reviewed, and Blue Valley meets and exceeds air filtration standards within schools.

Civil Rights Organization including Disability Rights Organizations

The following Civil Rights Organizations were referenced during this process:

*Disabilities Rights Center of Kansas - Through this referral, the district learned of measures the Client Assistance Program utilizes, which may be infused into coaching and job-shadowing lessons and outcomes to benefit students in Blue Valley. As encouraged via Navigating Next to expand initiatives with career-ready programming, Blue Valley seeks to expand such opportunities for all students. These resources help to do just that for students.

*Kansas NAACP - The district learned of opportunities for African-American Students through participation in ACT-SO (Afro-American, Cultural, Technological & Scientific Olympics) which leads to exercising passions, networking with others, and possibilities of access to college scholarships. Without exposure to this opportunity, Blue Valley high school African-American students might have been unaware.

Additionally, the following internal committees were identified to gather feedback on expanding student needs as a result of the pandemic:

*Diversity, Equity, and Inclusion Team

*Dyslexia Parent Group

*Health and WellBeing Team

*Blue Valley Special Education Advisory Council

The proposed application provides significant funds to support teacher training and resources to benefit students with dyslexia and/or other challenges in literacy and mathematics. Review of the relief funds utilization in Blue Valley will demonstrate a significant dedication of funds to meet the needs of students with disabilities.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

Stakeholders representing 523 ESOL students, 276 possible Title students, 105 McKinney-Vento students and 26 Foster Care students were delivered an electronic survey in order to receive direct feedback for the purpose of needs identifications of which ESSER funds could be utilized to support. There were 23 received responses and the two highest scoring items were:

- *Additional personnel for academic and behavior support
- *Expanded social emotional learning and mental health services

One piece of commentary that came from this survey was particularly telling, as it revealed that the community is aware of how difficult these times are on everyone. Specifically, the parent of an English Language Learner mentioned a desire to support the substitute pool in order for teachers to have work:life balance at a time when student needs are so high.

Additionally, internal stakeholder feedback was received from leaders of these areas inclusive of: ESOL - Jackie Dearth; Families in Transition - Adam Wade; Foster Care - Emily Demo; & Title I - Adam Wade/Jennifer Luzenske. The internal stakeholder feedback aligned with the external feedback - we simply need as much "targeted human capital" as possible to support students.

Provide the public the opportunity to provide input and take such input into account

The public has had numerous opportunities to provide feedback:

- *Open comment during each BOE meeting - note that the public is made aware of signing up for open comment through social media, and that in order to be consistent, sign-up for public comment always begins at Noon on Friday before a Monday board meeting.
- *Follow-up to public ESSER presentations at BOE meetings - we always welcome emails from community members in response to presentations at BOE meetings
- *Via an open Thought Exchange - This Thought Exchange has been offered through multiple mediums, including social media and Principal weekly newsletters
- *Through PTO/PTA President's council - During these meetings, parent leaders are given the opportunity to identify areas of unmet need and opportunity.
- *Surveys were directly sent to families of students served through Title I, McKinney-Vento, Foster Care, ESOL.
- *Surveys were directly sent to families whose students are Alaskan/Native American.

Below are the feedback trends acquired during the input portion of developing a district ESSER III budget:

- *Teacher Support (Morale & Mental Health)
- *Additional Staff
- *Retention Efforts
- *Retention payments for Staff LEARNING
- *Academic Support for Learning Gaps
- *Opportunities for Students
- *MS/HS Math Instruction
- *Student Awareness of Mental Health Support
- *Special Education
- *Mental Health Staffing

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 terms of academics, data review shows the following:

*In reading, a lower percentage of students met their fall to spring MAP growth targets than in the past few years. As compared to the last pre-COVID year, grades 2-8 display between a 5 and 10 percentage point decrease. At elementary school, the average Blue Valley student was 9.4 RIT points ahead of the national norm in the last mandated testing period before COVID (Fall 19-20), and is now 8.9 RIT points ahead of the national norm. At middle school, the average Blue Valley student was 9.5 points ahead of the national norm in Fall 19-20 and is now 6.4 points ahead of the national norm.

*In math, a similar percentage of students met their fall to spring MAP growth targets as compared to years past. However, they were starting from a lower baseline in every grade level due to learning loss experienced in Spring 2020. Therefore, we can say that even though the math growth data is back where it should be, the math achievement data is not. This is best shown through middle school data where the average Blue Valley student was 9.9 points above the national norm in Fall 19-20 and is now 8.2 points ahead of the national norm.

*KAP data shows a lower percentage of elementary students scoring a 3 or higher in 2021 as compared to 2019 (down 3.7 percentage points in ELA, down 4.6 percentage points in math, down 3 percentage points in science).

*KAP data shows a lower percentage of middle school students scoring a 3 or higher in 2021 as compared to 2019 (down 6.4 percentage points in ELA, down 13.3 percentage points in math, down 9 percentage points in science).

*KAP data shows similar percentage of high school students scoring a 3 or higher in 2021 as compared to 2019 (no change in ELA, down 4 percentage points in math, up 5 percentage points in science). However, there is a sampling bias baked in here, because our lowest KAP participation rate came at the high school level.

*We have an issue to address regarding performance gaps in the past year with students in the remote learning mode versus the in-person learning mode. Students learning completely remotely generally were even with peers in terms of growth throughout the year, but remote students were frequently ahead of peers in achievement metrics. That said, even though the achievement was higher for virtual students in 20-21, these students face a steeper climb in 21-22, as they now must acclimate to being back in the building full-time.

*According to the data in AMOSS (Annual Measures of Student Success), our chronically absent percentage actually decreased in 20-21 from past years; however, these numbers are inflated due to roughly 30% of students learning fully remotely, and it is very easy for a remote student to count as "present."

*Our social-emotional data at grades 3-5 is similar to years'™ past as measured by Panorama. However, we know we need to get student level SEL data at more grades than just 3-5, so expanding Panorama K-12 will help us get a fuller picture of student SEL needs.

*Data review does not show a particularly disproportionate academic impact when reviewing by subgroup. However, there were achievement discrepancies in terms of ethnicity and free/reduced vs self-paid lunch before COVID, and these discrepancies are still there - they just haven't widened.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

The district will utilize research-based practices to support student learning in order to accelerate student learning. Some of these practices include but are not limited to:

- *USD 229 will utilize recommendations for recovery as identified in KSDE's Navigating Next guidance from Spring 2021.
- *School connectedness strategies will be utilized to decrease the family-to-school barrier exacerbated by the pandemic.
- *Before and after school tutoring targets students with deficits tied to specific subject matter standards. This practice will provide intervention and pre-initiation to instruction on various standards. This will be available K-12.
- *Teachers will provide intervention during the school day at each level during identified times targeting identified student learning goals tied to curriculum standards or benchmarking/screening data.
- *Students will participate in benchmark screening at each school level to identify students with reading deficits.
- *Social emotional supports will continue to be made available to students via social workers, curriculum, trauma sensitive practices, etc.
- *Teachers will utilize and increase formative assessment practices to drive student outcomes and raise student achievement.
- *Additional ESOL curriculum resources will be coupled with additional ESOL staffing to support a growing population of students with increased needs as a result of the pandemic.
- *Title I reading support will continue at Title I elementary and middle schools with the addition of reading specialists at the middle level to support learning loss in reading.
- *High schools will utilize intervention time each day with expanded intervention time once a week.
- *Teacher professional training will focus on the following areas:
 - *Trauma Sensitive Learning Environments
 - *Mathematics
 - *Diversity, Equity, and Inclusion
 - *Professional Learning Communities
 - *Formative Assessment
 - *Multi-Tiered Systems of Support / Interventionist Mindset

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The summary of these acceptable uses is as follows:

Use #1D - Any activity authorized by the Carl Perkins CTE Act - \$221,814

Use #3 - Providing principals and other school leaders with resources to address individual student needs - \$664,506

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 - \$832,786

Use #7 - Purchasing Supplies to sanitize and clean the facilities of LEA, including buildings operated by such agency (includes PPE, etc) or Coordination of COVID-19 preparedness and response efforts - \$39,737

Use #8 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students - \$24,795

Use #9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students - \$350,000

Use #10 - Providing Mental Health Services and Supports - \$5,423,006

Use #11A - Planning and implementing supplemental summer learning or enrichment programs - \$39,085

Use #11B - Planning and implementing supplemental after-school programs - \$454,000

Use #12 - Addressing learning loss among students, including vulnerable populations - \$4,619,690

Use #16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff - \$943,814

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 plan to accelerate learning will identify all populations of students. Student populations experiencing great need have been considered first and foremost. The plans below will benefit students in the ESOL population, children with special needs, students with or demonstrating characteristics of dyslexia, students experiencing homelessness, and children in foster care.

The district will review benchmark screening data, climate/culture perception survey data, and other summative data points in order to be responsive to student performance deficits and respond accordingly. The district will also monitor cohort performance to determine areas of weakness in student performance in order to address these from a tier one perspective.

The district will utilize research-based practices to support student learning in order to accelerate student learning. Some of these practices include but are not limited to:

USD 229 will utilize recommendations for recovery as identified in KSDE's Navigating Next guidance from Spring 2021.

School connectedness strategies will be utilized to decrease the family-to-school barrier exacerbated by the pandemic.

Before and after school tutoring targets students with deficits tied to specific subject matter standards. This practice will provide intervention and pre-initiation to instruction on various standards. This will be available K-12.

Teachers will provide intervention during the school day at each level during identified times targeting identified student learning goals tied to curriculum standards or benchmarking/screening data.

Students will participate in benchmark screening at each school level to identify students with reading deficits.

Social emotional support will continue to be made available to students via social workers, curriculum, trauma sensitive practices, etc.

Teachers will utilize and increase formative assessment practices to drive student outcomes and raise student achievement.

Additional ESOL curriculum resources will be coupled with additional ESOL staffing to support a growing population of students with increased needs as a result of the pandemic.

Summer Learning K-12 will be made available. ESSER III funds are anticipated to offset the cost of transportation, staffing, and related student fees. An emphasis will be placed on ensuring participation of ESOL and other at risk student populations.

Title I reading support will continue at Title I elementary and middle schools with the addition of reading specialists at the middle level to support learning loss in reading.

High schools will utilize intervention time each day with expanded intervention time once a week.

Teacher professional training will focus on the following areas:

Trauma Sensitive Learning Environments

Mathematics

Diversity, Equity, and Inclusion

Professional Learning Communities

Formative Assessment

Multi-Tiered Systems of Support / Interventionist Mindset

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$2,941,327	\$10,671,906	\$13,613,233
Approved Total	\$0	\$0	\$0
Amount Left	\$2,941,327	\$10,671,906	\$13,613,233
In Review Total	\$2,941,327	\$10,671,906	\$13,613,233
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$588,266
Approved Total	\$0
Amount Still Needed	\$588,266
In Review Total	\$2,416,677
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
229-3-0097	True Up	True	2200	300	12	\$32,000	Task Force Review
229-3-0098	Direct	True	1000	151	12	\$140,000	Task Force Review
229-3-0099	Direct	True	1000	220	12	\$10,640	Task Force Review
229-3-0100	Direct	True	1000	260	12	\$140	Task Force Review
229-3-0101	Direct	True	2200	151	12	\$138,450	Task Force Review
229-3-0102	Direct	True	2200	220	12	\$11,400	Task Force Review
229-3-0103	Direct	True	2200	260	12	\$150	Task Force Review
229-3-0104	Direct	True	2200	300	12	\$35,460	Task Force Review
229-3-0105	Direct	True	1000	644	4	\$251,349	Task Force Review
229-3-0106	Direct	True	1000	110	12	\$810,592	Task Force Review
229-3-0107	Direct	True	1000	210	12	\$127,168	Task Force Review
229-3-0108	Direct	True	1000	220	12	\$61,605	Task Force Review
229-3-0109	Direct	True	1000	260	12	\$810	Task Force Review
229-3-0110	Direct	True	1000	290	12	\$1,378	Task Force Review
229-3-0111	Direct	True	1000	110	11A	\$287,905	Task Force Review
229-3-0112	Direct	True	1000	220	11A	\$23,706	Task Force Review
229-3-0113	Direct	True	1000	260	11A	\$312	Task Force Review
229-3-0114	True Up	False	2113	320	10	\$1,578,174	Task Force Review
229-3-0115	True Up	False	1000	320	12	\$124,700	Task Force Review
229-3-0116	True Up	False	1000	110	4	\$150,679	Task Force Review
229-3-0117	True Up	False	1000	110	4	\$67,969	Task Force Review
229-3-0118	True Up	False	1000	210	4	\$42,919	Task Force Review
229-3-0119	True Up	False	1000	220	4	\$16,617	Task Force Review
229-3-0120	True Up	False	1000	260	4	\$219	Task Force Review
229-3-0121	True Up	False	1000	290	4	\$372	Task Force Review
229-3-0122	True Up	False	2300	110	16	\$4,473	Task Force Review
229-3-0123	True Up	False	2300	220	16	\$369	Task Force Review
229-3-0124	True Up	False	2300	260	16	\$5	Task Force Review
229-3-0125	True Up	False	2300	600	16	\$6,453	Task Force Review
229-3-0126	True Up	False	1000	110	16	\$928,395	Task Force Review

229-3-0127	True Up	False	1000	220	16	\$76,621	Task Force Review
229-3-0128	True Up	False	1000	260	16	\$1,015	Task Force Review
229-3-0129	True Up	False	1000	151	11B	\$229,975	Task Force Review
229-3-0130	True Up	False	1000	220	11B	\$18,420	Task Force Review
229-3-0131	True Up	False	1000	260	11B	\$235	Task Force Review
229-3-0132	True Up	True	2200	151	12	\$533,458	Task Force Review
229-3-0133	True Up	False	2200	220	12	\$40,009	Task Force Review
229-3-0134	True Up	False	2200	260	12	\$533	Task Force Review
229-3-0135	True Up	False	2222	120	16	\$133,443	Task Force Review
229-3-0136	True Up	False	2222	210	16	\$16,691	Task Force Review
229-3-0137	True Up	False	2222	220	16	\$10,141	Task Force Review
229-3-0138	True Up	False	2222	260	16	\$133	Task Force Review
229-3-0139	True Up	False	2222	290	16	\$227	Task Force Review
229-3-0140	Direct	True	1000	151	11A	\$475,909	Task Force Review
229-3-0141	Direct	True	1000	220	11A	\$39,187	Task Force Review
229-3-0142	Direct	True	1000	260	11A	\$516	Task Force Review
229-3-0143	Direct	False	1000	110	16	\$414,000	Task Force Review
229-3-0144	Direct	False	1000	210	16	\$78,482	Task Force Review
229-3-0145	Direct	False	1000	220	16	\$31,050	Task Force Review
229-3-0146	Direct	False	1000	260	16	\$414	Task Force Review
229-3-0147	Direct	False	1000	290	16	\$704	Task Force Review
229-3-0148	True Up	False	1000	110	16	\$5,244,002	Task Force Review
229-3-0149	True Up	False	1000	210	16	\$1,006,201	Task Force Review
229-3-0150	True Up	False	1000	220	16	\$393,300	Task Force Review
229-3-0151	True Up	False	1000	260	16	\$5,244	Task Force Review
229-3-0152	True Up	False	1000	290	16	\$8,914	Task Force Review

Line Item Details

Line Item ID: 229-3-0097

Allocation Type

True Up Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

E3 Dyslexia Consulting

Account Number

134000216

Function Code

2200 - Support Services (Instructional Staff)

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SAME Dyslexia Consultant - We expanded the role of the dyslexia consultant to provide increased emphasis on supporting needs of struggling readers at the secondary level. Student performance data supports this need, as student performance data took a hit from COVID (this was previously approved but is and account number change)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$32,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$32,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Approved at the 2/8/2022 State Board Meeting

Line Item ID: 229-3-0098

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Math

Account Number

134000123

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE MS/HS Math Cohort Team Stipends - PL for math teachers to provide higher quality instruction, needed to student skill loss during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$60,000
Budgeted Expenditures in SFY 2023	\$80,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$140,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: previously approved for \$111,524 SFY 2022

Line Item ID: 229-3-0099

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSSER3 Math

Account Number

134000123

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

CHANGE MS/HS Math Cohort Team FICA/Med - PL for math teachers to provide higher quality instruction, needed to student skill loss during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,560
Budgeted Expenditures in SFY 2023	\$6,080
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$10,640</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$8,364 SFY 2022

Line Item ID: 229-3-0100

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Math

Account Number

134000123

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

CHANGE MS/HS Math Cohort Team Unemp- PL for math teachers to provide higher quality instruction, needed to student skill loss during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$60
Budgeted Expenditures in SFY 2023	\$80
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$140</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$112 SFY 2022

Line Item ID: 229-3-0101

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Prf Lrn

Account Number

134000124

Function Code

2200 - Support Services (Instructional Staff)

Object Code

151 - Additional compensation paid to teachers

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE Summer Math PL Stipends-for math teachers to provide higher quality instruction, needed to student skill loss during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$138,450
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$138,450</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$87,881 SFY 2022

Line Item ID: 229-3-0102

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Prf Lrn

Account Number

134000124

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE Summer Math PL FICA/Med-for math teachers to provide higher quality instruction, needed to student skill loss during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$11,400
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$11,400</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$6,591 SFY 2022

Line Item ID: 229-3-0103

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Prf Lrn

Account Number

134000124

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE Summer Math PL Unemp-for math teachers to provide higher quality instruction, needed to student skill loss during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$150
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$150</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$88 SFY 2022

Line Item ID: 229-3-0104

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Prf Lrn

Account Number

134000123

Function Code

2200 - Support Services (Instructional Staff)

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

SAME - UCLA Contract (Math) Professional Learning services - accidentally deleted the last time

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$35,460
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$35,460</u>

Status

Task Force Review

Line Item Comment from KSDE

Approved at the 2/8/2022 State Board Meeting

Line Item ID: 229-3-0105

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 ESL

Account Number

134000126

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - ESOL Curriculum Resource - A curriculum resource to help ESOL students regain learning lost during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$251,349
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$251,349

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$250,000 SFY 2022

Line Item ID: 229-3-0106

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Intervention

Account Number

134000188

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - HS Intervention Specialists Salary - Pays for HS interventionists who intervene with students. Number of students needing intervention dramatically increased due to COVID.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$261,450
Budgeted Expenditures in SFY 2023	\$270,247
Budgeted Expenditures in SFY 2024	\$278,895
Total Expenditures	<u>\$810,592</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$276,014 SFY 2024

Line Item ID: 229-3-0107

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Intervention

Account Number

134000188

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

CHANGE - HS Intervention Specialists Fringe - Pays for HS interventionists who intervene with students. Number of students needing intervention dramatically increased due to COVID.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$39,740
Budgeted Expenditures in SFY 2023	\$43,714
Budgeted Expenditures in SFY 2024	\$43,714
Total Expenditures	\$127,168

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$43,813 SFY 2024

Line Item ID: 229-3-0108

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Intervention

Account Number

134000188

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

CHANGE - HS Intervention Specialists FICA/Med - Pays for HS interventionists who intervene with students. Number of students needing intervention dramatically increased due to COVID.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$19,870
Budgeted Expenditures in SFY 2023	\$20,539
Budgeted Expenditures in SFY 2024	\$21,196
Total Expenditures	<u>\$61,605</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$20,948 SFY 2024

Line Item ID: 229-3-0109

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Intervention

Account Number

134000188

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

CHANGE - HS Intervention Specialists Unemp- Pays for HS interventionists who intervene with students. Number of students needing intervention dramatically increased due to COVID.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$261
Budgeted Expenditures in SFY 2023	\$270
Budgeted Expenditures in SFY 2024	\$279
Total Expenditures	<u>\$810</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$276 SFY 2024

Line Item ID: 229-3-0110

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Intervention

Account Number

134000188

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

CHANGE - HS Intervention Specialists STD - Pays for HS interventionists who intervene with students. Number of students needing intervention dramatically increased due to COVID.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$444
Budgeted Expenditures in SFY 2023	\$460
Budgeted Expenditures in SFY 2024	\$474
Total Expenditures	<u>\$1,378</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$469 SFY 2024

Line Item ID: 229-3-0111

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Summer School

Account Number

134000190

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

CHANGE - Extended Learning Opportunities Step Up & HS Summer School Stipends - K-12 summer school opportunities which are needed due to impacts of COVID and learning loss

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$103,305
Budgeted Expenditures in SFY 2023	\$92,300
Budgeted Expenditures in SFY 2024	\$92,300
Total Expenditures	<u>\$287,905</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$33,044 SFY 2022, \$100,134 SFY 2023 and \$104,781 SFY 2024

Line Item ID: 229-3-0112

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Summer School

Account Number

134000190

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

CHANGE - Extended Learning Opportunities Step Up & HS Summer School FICA/Med - K-12 summer school opportunities which are needed due to impacts of COVID and learning loss

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$8,506
Budgeted Expenditures in SFY 2023	\$7,600
Budgeted Expenditures in SFY 2024	\$7,600
Total Expenditures	<u>\$23,706</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$2,478 SFY 2022, \$7,510 SFY 2023 and \$7,859 SFY 2024

Line Item ID: 229-3-0113

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Summer School

Account Number

134000190

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

CHANGE - Extended Learning Opportunities Step Up & HS Summer School Unemp - K-12 summer school opportunities which are needed due to impacts of COVID and learning loss

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$112
Budgeted Expenditures in SFY 2023	\$100
Budgeted Expenditures in SFY 2024	\$100
Total Expenditures	<u>\$312</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$33SFY 2022, \$100 SFY 2023 and \$105 SFY 2024

Line Item ID: 229-3-0114

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

ESSER3 Social Services

Account Number

134000121

Function Code

2113 - Social Work Services

Object Code

320 - Professional-Education Services

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - Increased social workers (+8.4 + CM contract) - More social workers needed to help w student SEL needs, COVID created more isolation for students. This also helps with student wellbeing and mental health needs, and increases access for both internal and external resources.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,149,174
Budgeted Expenditures in SFY 2023	\$429,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,578,174</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,149,174 SFY 2022, \$429,422 SFY 2023 and \$439,422 SFY 2024

Line Item ID: 229-3-0115

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

ESSER3 Needs Assessment

Account Number

134000122

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - Needs assessments -Various tools to better determine where our academic needs lie, processes which need to be enhanced to the difficulties COVID caused

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$124,700
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$124,700</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$100,000 SFY 2022.

Line Item ID: 229-3-0116

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

ESSER3 ESL

Account Number

134000126

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - ESOL cert staffing 2.0 - ESOL students experienced learning loss during COVID. This helps those students by providing more teachers, and lowering student:teacher ratios. Note that the next line adds paraprofessional support which also helps with this.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$48,481
Budgeted Expenditures in SFY 2023	\$102,198
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$150,679</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$84,842 SFY 2022, \$100,065 SFY 2023 and \$108,856 SFY 2024

Line Item ID: 229-3-0117

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

ESSER3 ESL

Account Number

134000126

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - ESOL para staffing 2.0 - ESOL students experienced learning loss during COVID. This helps those students by providing more para support.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$31,309
Budgeted Expenditures in SFY 2023	\$36,660
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$67,969</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$32,650 SFY 2022, \$37,423 SFY 2023 and \$38,621 SFY 2024

Line Item ID: 229-3-0118

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

ESSER3 ESL

Account Number

134000126

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - ESOL Staffing Fringe Benefits

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,948
Budgeted Expenditures in SFY 2023	\$34,971
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$42,919</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$29,805 SFY 2022, \$33,382 SFY 2023 and \$35,051 SFY 2024

Line Item ID: 229-3-0119

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

ESSER3 ESL

Account Number

134000126

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - ESOL Staffing FICA/Med

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,064
Budgeted Expenditures in SFY 2023	\$10,553
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$16,617

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$9,851 SFY 2022, \$10,449 SFY 2023 and \$10,783 SFY 2024

Line Item ID: 229-3-0120

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

ESSER3 ESL

Account Number

134000126

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - ESOL Staffing Unemp

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$80
Budgeted Expenditures in SFY 2023	\$139
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$219</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$130 SFY 2022, \$137 SFY 2023 and \$142 SFY 2024

Line Item ID: 229-3-0121

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

ESSER3 ESL

Account Number

134000126

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - ESOL Staffing STD

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$136
Budgeted Expenditures in SFY 2023	\$236
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$372</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$220 SFY 2022, \$234 SFY 2023 and \$241 SFY 2024

Line Item ID: 229-3-0122

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

ESSER3 Recruiting

Account Number

134000185

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

CHANGE - Staff recruiting stipends - COVID caused more open positions than ever before. Spending money on recruiting helps us find people to replace the COVID attrition.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,473
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$4,473</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$26,952 SFY 2022, \$26,952 SFY 2023

Line Item ID: 229-3-0123

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

ESSER3 Recruiting

Account Number

134000185

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

CHANGE - Staff Recruiting FiCA/Med

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$369
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$369</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 229-3-0124

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

ESSER3 Recruiting

Account Number

134000185

Function Code

2300 - Support Services (General Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - Staff Recruiting Unemp

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

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

ESSER3 Recruiting

Account Number

134000185

Function Code

2300 - Support Services (General Administration)

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE _ Staff Recruiting Supplies

=====

This amount covers recruiting supplies for substitute training, marketing and stimulus for high need positions or highly competitive labor market due to COVID employment shifts.

NOTE: This was also just a change in the amount from the previously approved item 229-3-0049 that we have since withdrawn. KSDE had a question on this one the last time and added a line item comment after we responded via email

Additionally, as noted on 229-3-0049, we described "staff recruiting stipends - COVID caused more open positions than ever before. Spending money on recruiting helps find people to replace the COVID attrition."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,453
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$6,453

Status

Task Force Review

Line Item Comment from KSDE

New Line Item; Justification: Clarification – Please provide additional information explaining the recruiting supplies that are needed due to COVID-19.

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

ESSER3

Account Number

134000191

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - Sub Pool Stipends - Funds to hire permanent subs are needed as we've needed more subs during COVID and also need a bigger pool to draw from

====

Funds were used to hire full time subs at a premium day rate of \$213.75 to provide more stability in the sub pool and compete for limited sub resources.

In 21-22, we paid 4.8 full time subs with these funds. In 22-23, we plan to hire 20 full-time subs to support effective instruction to maximize learning recovery efforts due to the pandemic.

NOTE: This was simply a change in amount from previously approved (later withdrawn) items #229-3-0058. KSDE also had a similar question on the last application regarding the number of positions.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$179,233
Budgeted Expenditures in SFY 2023	\$749,162
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$928,395</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item; Justification: Clarification – Please provide additional information regarding the substitute teacher stipends, the number of staff that were paid, the stipend amount(s) for the work performed, and the payment date.

Line Item ID: 229-3-0127

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

ESSER3

Account Number

134000191

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

CHANGE - Sub Pool FICA/Med

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$14,935
------------------------------------------	----------

Budgeted Expenditures in SFY 2023	\$61,686
------------------------------------------	----------

Budgeted Expenditures in SFY 2024	\$0
------------------------------------------	-----

Total Expenditures	<u>\$76,621</u>
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Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0128

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

ESSER3

Account Number

134000191

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - Sub Pool Unemp

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$204
------------------------------------------	-------

Budgeted Expenditures in SFY 2023	\$811
------------------------------------------	-------

Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$1,015</u>
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Status

Task Force Review

Line Item Comment from KSDE

New line Item

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

ESSER3 Tutoring

Account Number

134000215

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

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

CHANGE - Stipends-Before and after school tutoring stipends - tutoring needed due to learning loss associated with COVID

====
 This is paid at \$20/hr which is the extra duty rate for curriculum and professionally related services in the 2021-2023 BVEA Negotiated Agreement. Each school provides its own program depending on their building needs. These funds will pay for approx 10,500 hours over the 3 years.

NOTE: This was a change in amount from previously approved (later withdrawn) item #229-3-0061. KSDE had a question on the prior application, which is documented in the line item comment section. For documentation purposes, our previously approved answer is noted here with the only difference now being an increase in the amount:

Information provided by the applicant via email: This is stipend pay for current employees with added duties for after school tutoring to support students' individual academic needs. The needs depend on the individual schools and the individual students, so the frequency and duration will vary based on what is best for the student and teacher availability; however, the \$120,000 on lines 46-48 funds up to 6,000 total hours of tutoring, distributed over 35 schools and 4 programs during the allotted time frame.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$64,330
Budgeted Expenditures in SFY 2023	\$82,822
Budgeted Expenditures in SFY 2024	<u>\$82,823</u>
Total Expenditures	\$229,975

Status

Task Force Review

Line Item Comment from KSDE

New line Item; Justification: Clarification – Please provide more information on the number of staff members, and the before/after-school program components (frequency and duration) due to COVID-19. Also, was the stipend amount agreed upon by both parties.

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

ESSER3 Tutoring

Account Number

134000215

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

CHANGE - FICA/Med-Before and after school tutoring stipends - tutoring needed due to learning loss associated with COVID

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$5,600
------------------------------------------	---------

Budgeted Expenditures in SFY 2023	\$6,410
------------------------------------------	---------

Budgeted Expenditures in SFY 2024	\$6,410
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Total Expenditures	<u>\$18,420</u>
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Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0131

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

ESSER3 Tutoring

Account Number

134000215

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - Before and after school tutoring Unemp - tutoring needed due to learning loss associated with COVID

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$70
------------------------------------------	------

Budgeted Expenditures in SFY 2023	\$83
------------------------------------------	------

Budgeted Expenditures in SFY 2024	\$82
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Total Expenditures	<u>\$235</u>
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Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0132

Allocation Type

True Up Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 PL Literacy

Account Number

134000198

Function Code

2200 - Support Services (Instructional Staff)

Object Code

151 - Additional compensation paid to teachers

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - LTRS training Stipends - In partnership with KSDE, this is for PL needed to help teachers gain more skills to help students with literacy, needs enhanced due to COVID

====

The stipends cover up to \$3,500 stipends per teacher; this amount covers up to 152 teachers.

Please note that this is a change in the amount from the previously approved item 229-3-0083. KSDE had a question on this one the last time to which we responded as well.

The explanation last time regarding 229-3-0083 is below; please note that the rationale still holds, even if the amount requested has since been altered.

"Applicant responded via email: Blue Valley engaged in this work as a direct response to a state offering to districts to engage in LETRS training. We find this timely because, due to COVID-19, students' literacy needs have increased due to learning loss as a result of the pandemic.

The opportunity is available for K-3 teachers, elementary ESOL teachers, elementary instructional coaches, elementary resource (SPED) teachers, and elementary reading specialists.

LTRS training requires 80 hours of course work outside of contract time for certification. Maximum compensation is \$2,000 over 2 years for up to 100 hours of their time, and a \$1,500 lump sum stipend for completing the course.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$70,000
Budgeted Expenditures in SFY 2023	\$250,000
Budgeted Expenditures in SFY 2024	\$213,458
Total Expenditures	\$533,458

Status

Task Force Review

Line Item Comment from KSDE

New line Item; Justification: Clarification – Please provide more information on the Professional Learning stipend, include the stipend amount, the number of staff members, and if both parties agreed to the stipend amount due to COVID-19. Also, provide the payment data.

Line Item ID: 229-3-0133

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

ESSER3 PL Litrcy

Account Number

134000198

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - LTRS training FICA/Med - In partnership with KSDE, this is for PL needed to help teachers gain more skills to help students with literacy, needs enhanced due to COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,250
Budgeted Expenditures in SFY 2023	\$18,750
Budgeted Expenditures in SFY 2024	\$16,009
Total Expenditures	<u>\$40,009</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0134

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

ESSER3 PL Litrcy

Account Number

134000198

Function Code

2200 - Support Services (Instructional Staff)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - LTRS training Unemp - In partnership with KSDE, this is for PL needed to help teachers gain more skills to help students with literacy, needs enhanced due to COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$70
Budgeted Expenditures in SFY 2023	\$250
Budgeted Expenditures in SFY 2024	\$213
Total Expenditures	<u>\$533</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0135

Allocation Type

True Up Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER MS Library

Account Number

134000200

Function Code

2222 - School Library 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

CHANGE - MS Library Para 4.5 FTE - More library staffing is needed, so that libraries can be a hub to enhance learning and account for learning lost during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$47,996
Budgeted Expenditures in SFY 2023	\$85,447
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$133,443</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0136

Allocation Type

True Up Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER MS Library

Account Number

134000200

Function Code

2222 - School Library 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

CHANGE - MS Library Para 4.5 FTE - More library staffing is needed, so that libraries can be a hub to enhance learning and account for learning lost during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,948
Budgeted Expenditures in SFY 2023	\$8,743
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$16,691</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0137

Allocation Type

True Up Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER MS Library

Account Number

134000200

Function Code

2222 - School Library 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

CHANGE - MS Library Para 4.5 FTE FICA/Med - More library staffing is needed, so that libraries can be a hub to enhance learning and account for learning lost during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,648
Budgeted Expenditures in SFY 2023	\$6,493
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$10,141</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0138

Allocation Type

True Up Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER MS Library

Account Number

134000200

Function Code

2222 - School Library 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

CHANGE - MS Library Para 4.5 FTE Unemp- More library staffing is needed, so that libraries can be a hub to enhance learning and account for learning lost during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$48
Budgeted Expenditures in SFY 2023	\$85
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$133</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0139

Allocation Type

True Up Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER MS Library

Account Number

134000200

Function Code

2222 - School Library Services

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE - MS Library Para 4.5 FTE STD- More library staffing is needed, so that libraries can be a hub to enhance learning and account for learning lost during COVID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$82
Budgeted Expenditures in SFY 2023	\$145
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$227</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0140

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 ESY

Account Number

134000072

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW - ESY SPED Summer School-Stipends

*These are stipends for teachers teaching the extended school year (literacy recovery) courses for special education students.

Extended School Year (ESY) is partially paid by ESSER. Below are ESSER + BV costs/data. Note that ESY costs are split over fiscal years. (June/July).

Summer 2021

Total ESY cost: \$577,198

Cert/Admin Stf -121

Classified Stf- 196

Students - 483

Duration- June 7 -July 8 (4 days/wk)

Summer 2022

Total cost: \$496,032

Cert/Admin Stf -118

Classified Stf- 190

Students - 484

Duration - June 1 -June 30 (4 days/wk)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$172,272**Budgeted Expenditures in SFY 2023** \$303,637**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$475,909**Status**

Task Force Review

Line Item Comment from KSDE

New line item; Justification: Clarification – Please provide the number of staff members, anticipated number of students and the duration of the summer program.

Line Item ID: 229-3-0141

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 ESY

Account Number

134000072

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

NEW - ESY SPED Summer School-FICA/Med *These are stipends for teachers teaching the extended school year (literacy recovery) courses for special education students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$13,179
Budgeted Expenditures in SFY 2023	\$26,008
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$39,187</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0142

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 ESY

Account Number

134000072

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

NEW - ESY SPED Summer School-Unemp *These are stipends for teachers teaching the extended school year (literacy recovery) courses for special education students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$162
Budgeted Expenditures in SFY 2023	\$354
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$516</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0143

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Class Size

Account Number

134000194

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW - The Blue Valley School District seeks to respond to the request of internal and external stakeholders to maintain or expand staffing to support students in their academic, behavior, and social emotional needs. Feedback acknowledged student needs and the importance of supporting teachers in meeting this wide range of needs. The district is dedicated to using ESSER funds to help achieve effective pre-pandemic pupil to teacher ratios and class sizes. Without these funds, the district would be faced with reducing staff at a time when there is a marked increase in learning loss and social/emotional needs evidenced in various data points (defined above as a direct result of COVID-19). Expending ESSER funds in the aforementioned manner allows the district to achieve effective pre-pandemic staffing and employment for its associates. This is a reasonable expenditure given definition of acceptable use via #16 (maintaining LEA operations & services & continuing to employ existing staff). The district is keenly aware additional staff and retention efforts for staff were common themes throughout stakeholder feedback. Expenditure of these funds in this manner maintains smaller class sizes and desired teacher to pupil ratios in both general and special populations and programs.

====

Approximately 7.5 FTE positions at average new hire salary of \$54,625. These new positions represent efforts to maximize learning recovery efforts. Without these additional positions, the District would have increased class sizes, which increases the risk of students not recovering from learning loss due to the pandemic. Feedback from stakeholders identifies supporting certified instruction to achieve learning loss recovery and to ease burden on certified staff members to help overall teacher retention.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$414,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$414,000</u>

Status

Task Force Review

Line Item Comment from KSDE

New line item; Justification: Clarification – Please provide more information on how many positions will be retained due to COVID-19.

Line Item ID: 229-3-0144

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Class Size

Account Number

134000194

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW - Fringe Benefits associated with ESSER3 Class Size - Direct Allocation.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$78,482**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$78,482**Status**

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0145

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Class Size

Account Number

134000194

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

NEW - FICA/Med associated with ESSER3 Class Size - Direct Allocation.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$31,050**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$31,050**Status**

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0146

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Class Size

Account Number

134000194

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW - Unemp associated with ESSER3 Class Size - Direct Allocation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$414
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<hr/> \$414

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0147

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER3 Class Size

Account Number

134000194

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

NEW - STD associated with ESSER3 Class Size - Direct Allocation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$704
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$704</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0148

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

ESSER3 Class Size

Account Number

134000194

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW - The Blue Valley School District seeks to respond to the request of internal and external stakeholders to maintain or expand staffing to support students in their academic, behavior, and social emotional needs. Feedback acknowledged student needs and the importance of supporting teachers in meeting this wide range of needs. The district is dedicated to using ESSER funds to help achieve effective pre-pandemic pupil to teacher ratios and class sizes. Without these funds, the district would be faced with reducing staff at a time when there is a marked increase in learning loss and social/emotional needs evidenced in various data points (defined above as a direct result of COVID-19). Expending ESSER funds in the aforementioned manner allows the district to achieve effective pre-pandemic staffing and employment for its associates. This is a reasonable expenditure given definition of acceptable use via #16 (maintaining LEA operations & services & continuing to employ existing staff). The district is keenly aware additional staff and retention efforts for staff were common themes throughout stakeholder feedback. Expenditure of these funds in this manner maintains smaller class sizes and desired teacher to pupil ratios in both general and special populations and programs.

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Approximately 96.0 positions at average new hire salary of \$54,625. These new positions represent efforts to maximize learning recovery efforts. Without these additional positions, the District would have increased class sizes, which increases the risk of students not recovering from learning loss due to the pandemic. Feedback from stakeholders identifies supporting certified instruction to achieve learning loss recovery and to ease burden on certified staff members to help overall teacher retention.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,244,002
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,244,002</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item; Justification: Clarification – Please provide more information on how many positions will be retained due to COVID-19.

Line Item ID: 229-3-0149

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

ESSER3 Class Size

Account Number

134000194

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW - Fringe Benefits associated with ESSER3 Class Size - True Up Allocation.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,006,201**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,006,201**Status**

Task Force Review

Line Item Comment from KSDE

New line Item

Line Item ID: 229-3-0150

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

ESSER3 Class Size

Account Number

134000194

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

NEW - FICA/Med associated with ESSER3 Class Size - True Up Allocation.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$393,300**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$393,300**Status**

Task Force Review

Line Item Comment from KSDE

New line Item

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

ESSER3 Class Size

Account Number

134000194

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW - Unemp associated with ESSER3 Class Size - True Up Allocation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,244
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,244</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

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

ESSER3 Class Size

Account Number

134000194

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

NEW - STD associated with ESSER3 Class Size - True Up Allocation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,914
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$8,914</u>

Status

Task Force Review

Line Item Comment from KSDE

New line Item

ESSER III APPLICATION FOR D0237

Status
Approved

KSDE Application Comments

20% - KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Smith Center	216 S. Jefferson, Smith Center, KS 66967	216 S. Jefferson, Smith Center, KS 66967
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Dustin McEwen	dmcewen@usd237.com	(785) 282-6665

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Linda Robinson	USD 237 Treasurer	lrobinson@usd237.com	(785) 282-6665
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Roberta Reinking		breinking@usd237.com	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd237.org/vimages/shared/vnews/stories/61d85a39cb975/Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services%20Dec.%202021%20USD%20237.pdf>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 237 is working closely with Smith County Health, the medical providers at Smith County Memorial Hospital, and medical providers at Smith County Family Practice for guidance related to safely operating in-person learning for this year and for the following years. The goal is to remain open to allow us to provide quality instruction and keep the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE and KSDE to ensure that our expenditures align with best practice, help address learning loss, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs. We will continue our improved cleaning and sanitizing practices implemented during the height of the pandemic.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

To consult with students the superintendent met with the STUCO officers, FFA officers, and Art club officers. During the meeting it was explained what the ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided good feedback and had some great ideas. The student felt it would be very beneficial to improve the JR/SR high school wi-fi speed and connectivity. They also felt that the students needed their own chromebooks to allow for a true one-one chromebook experience. We have addressed improving the connectivity and speed of our Wi-fi with ESSER II. We ordered part of the chromebooks with our ESSER II funds to help us move toward a true one-to-one. The meeting with the students indicates additional student technology is an area we should address. The students were not in favor of summer school, but did feel after-school and before school tutoring would be a beneficial area to utilize funds and that it would be utilized. When asked about instructional materials they felt that several subject areas could use updated materials. A survey was given to the junior high and high school students to gain insight on what they felt should be considered for ESSER fund use. We had great participation with 84.5% of the students responding to the survey. The top areas indicated from the students were:

- Offering additional extracurricular activities (58%)
126 of the 164 surveys prioritize extracurricular activities as very important or important
- Providing additional student technology (51%)
122 of the 164 surveys prioritize student technology as very important or important
- Expanded social and emotional learning (35%)
- Facility Upgrades that support student health needs (35%)
- Additional instructional materials and resources (34%)

Our plan addresses student technology with the purchase of chromebooks to move towards a true one-to-one practice. We have plans for instructional materials and are actively looking for a social emotional curriculum to address student needs.

Families

Our families were given information about ESSER III at our spring parent teacher conferences. We had a great turn out and received lots of feedback from the 171 parent surveys that were filled out. Conservatively estimating that each survey represents two of our students, the survey responses represent at minimum 80% of our students. The surveys and conversations indicated that the parents would like to have us consider the following in our ESSER plan:

- Expanded social and emotional learning (42%)
- After school tutoring programs (38%)
- Providing additional technology for student use (37%)
- Additional instructional materials and resources (34%)

We are addressing their considerations in our plan by employing additional staff, researching social emotional curriculum to purchase, and adding technology for students. Our plan has additional instructional resources and we plan to add personnel. We currently have tutoring time at the JR/SR HS level.

School and District Administrators including Special Education Administration

We are a small school and have three administrators (2 principals and 1 superintendent). We met a minimum of once a month as an administrative team and had numerous individual meetings to discuss our ESSER III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. We need technology, instructional materials and staff. USD 237 works with the North Central Kansas Special Educational Cooperative for our special education services. The district has collaborated with NCKSEC director and assistant director to ensure our ESSER III plan supported the needs of all populations of students. ESSER III fund usage is discussed in our monthly council of superintendent meetings with NCKSEC.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 237 took time during a district inservice day to meet with teachers and school staff regarding our ESSER III plan. It was a productive meeting where they were able to learn about the authorized uses of the ESSER funds and we were able to have an open dialogue about the needs they saw. Individual staff have emailed and spoken directly to the superintendent regarding how they feel the funds can best be utilized to meet the needs of our district and students. Staff were also given a survey to help get data in regards to their input. The staff survey results indicated:

- Additional instructional materials and resources (68%)
- Additional personnel and staff support for academic interventions (65%)
- Expanded social and emotional learning services (43%)

Each of these identified areas are important areas to utilize ESSER Funds. Our current plan addresses their input as we are addressing instructional materials and hiring more staff. Our two counselors and building principals are researching social emotional curriculum for the district and we will be including that piece when we find the program that will meet our needs. Additional updated instructional materials and resources will help our students with learning loss. The updated materials will be better aligned with standards, have on-line components, and current topics which will help the students.

Tribes

We do not have tribal lands within 50 miles of USD 237. We did identify eight students through our school information system that identified as American Indian or Alaska Native. The eight students were from five different families. The building principals reached out to families to get input. The individual phone calls or individual meetings were helpful in gathering information regarding how the families felt we could best meet their needs. Updated facilities and the best technology available for their kids was mentioned in the personal conversation with one family as being very important to them. In addition, the families were provided an opportunity to fill out a survey to help us prioritize how to utilize funds. One stakeholder on the community survey identified themselves as a Native American Tribe Member and a parent. They supported:

- Additional personnel and staff support for academic intervention
- Additional behavioral support and interventions
- Additional instructional materials and resources
- Expanded social and emotional learning and mental health services

Additionally, the building principals individually spoke with the students in grade 5-12 that identified as American Indian or Alaska Native. Overall they felt the items on our survey were all good and the students could benefit from any of the items we were considering. The most supported items on the survey were technology for students, social and emotional services, facility upgrades, and cleaning and sanitizing.

Civil Rights Organization including Disability Rights Organizations

We reached out to the United Way of Ellis County as Smith County does not have a local United Way. The executive director identified expanded social and emotional learning and mental health services as a beneficial consideration. She also mentioned additional instructional materials and resources for teachers and for the library as good use of the ESSER III dollars. Keeping summer lunch programs up and running was important to the executive director. As the list of allowable expenses was covered she felt all the supports I mentioned seemed like positive items to consider.

We also reached out to the Kansas Human Rights Commission. An email was received from Executive Director Ruth Glover, stating that "the Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding plans."

The third group we reached out to was the Disability Rights Center of Kansas. Lane Williams, legal director for DRC, responded by email after a personal phone conversation. He explained that his organization has received numerous calls from parents of children with disabilities expressing concerns about the harmful disruption to the educational progress of their children due to the pandemic. He endorsed additional supports and services such as summer enrichment and after school tutoring to help students with disabilities.

Six of our parent surveys were returned that indicated they were representing a child with disabilities. The survey results showed the most support for summer learning opportunities, after school tutoring, teacher professional development, and expanded social and emotional learning. We offer summer school and after school tutoring services. Additional staff that will help students that experienced learning loss and we plan to expand our social and emotional learning programs with a greater emphasis on resources to teach social emotional skills. We will look to expand our summer school and afterschool tutoring programs. Eight of our student surveys identified as students with disabilities: 87.5 % indicated providing additional student technology was important/very important.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

USD 237 has a very small population of English Language Learners and Migratory Students. In an effort to get stakeholder input we reached out to Tim Thornton. Mr. Thornton is the migrant educator for Northwest Kansas Educational Service Center out of Oakley and has helped us secure services for our migrant population. Mr. Thornton recommended and mentioned using the funds for tutoring services, technology, and bilingual materials. The tutoring service will be an area we look to provide during the school day and before/after school.

We also reached out to Aronda Strutt who is the Executive Director of CASA of the 17th Judicial District. Smith County is in the 17th district. CASA represents students in foster care and other underserved students. Mrs. Strutt recommended professional learning for staff in the area of trauma-informed practices as the students CASA represents have often experienced trauma which can impact their academic performance. Focusing on academics is often not a high priority for the students she represents as they are dealing with other issues outside of school. She also mentioned expanded social emotional services and behavior support, as two ways to help the students she represents.

Provide the public the opportunity to provide input and take such input into account

The district conducted a community survey to get more input from stakeholders in the community. Our community survey indicated support for:

- After school tutoring (65%)
- Summer Learning Programs (58%)
- Expanded Social and Emotional Learning Services (51.2%)

We already have a school tutoring program in place, but will determine if we can expand the program. Summer school is already in place for USD 237. As previously mentioned in our application, our counselors are looking for a social emotional curriculum that meets our needs.

We also met with members of the local Kiwanis Club as they are a service organization that seeks to serve the needs of children and improve literacy. Their members had some very solid ideas and voiced that we were on the right track with some of the ideas we mentioned. Summer School and After-School / Before School tutor was strongly supported. Behavior and Social-Emotional support was also supported.

Using all of this feedback and input helped to confirm the direction and use of these funds. Additionally, we will plan to provide feedback to the community in one or more of the following ways:

We will use the charts and graphs from the results of the survey to create a brief PowerPoint or InfoGraphic of the information and send this information to all stakeholders via email or post on our website.

We will share the results of the survey and other feedback loops with any new or existing district and school leadership teams, Site Councils, planning teams, focus groups, etc.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has impacted our district by learning loss through decreased personal contact with teachers and staff members. Students and staff were negatively impacted socially and emotionally due to social distancing, masking, and quarantine. We protected in-person instruction for most students, however quarantines and remote learning have had an impact throughout the 2021-2022 school year. Increased costs have been experienced due to the need to employ substitutes for teacher absences due to quarantine or precautionary absences. The elementary school saw a decline in reading fluency in K-3 according to our NWEA map scores. In addition, we saw a decline in the number of students at level 3 & 4 on state assessments. The high school experienced a decline in our ACT scores with the 2020 scores falling below the state average for the first time since 2015. Results from the KCTC student surveys indicate that our students are struggling emotionally. There was approximately a 12% increase in students responding to feeling sad or hopeless in 2021 compared to 2020. Our students will continue to need trained staff who can provide additional support and resources in order to be proficient in all areas.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

The COVID-19 pandemic has illuminated for us the need to have an instructional coach or specialist who specifically works with and supports teachers in the identification, development, and aligned implementation of effective, impactful, evidence-based instructional practices, interventions, benchmarking, and progress monitoring. Our academic data shows that, in general, our students have not demonstrated typical achievement and/or growth between school years. We have seen our state assessment scores decrease in Math and ELA. District wide in Math the percentage of students scoring in Level 1 or Level 2 (lowest levels) in 2021 compared to 2019 increased 10.74%. District wide in ELA the percentage of students scoring in Level 1 or Level 2 (lowest levels) in 2021 compared to 2019 increased 5.89%. The percentage of students that scored in the Level 4 category in math was alarming in 2021 as overall only 3.33% of our students reached Level 4. To directly address the academic impact of lost instructional time we are planning on hiring an instructional coach or specialist. An instructional coach can model evidence-based and high-impact instruction for and with our teachers, and this position can even work directly with students in small-group or individualized instructional settings to further determine, develop, and implement instruction to mitigate the impacts and effects of learning loss.

Additionally, the person in this position will help our district align curriculum and evaluate our continuous improvement process. Empirical and peer-reviewed evidence suggests HERE (https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp) that the implementation of instructional coaches can positively and significantly impact teacher effectiveness through mentoring, instructional planning, and instructional efficacy. This, in turn, supports and impacts improved student learning. Therefore, we plan to employ an instructional coach or specialist with these specific funds to support teacher professional learning and growth specifically targeted to address student learning loss.

We will also use the funds to address the impact of lost instructional time by purchasing individualized educational programs to improve reading and math skills. IXL is a program that uses insights from the student work in the curriculum and uses real-time diagnostic to personalize instruction for each learner. The student will build on their knowledge and review gaps in their learning. Evidence for IXL can be found HERE (<https://www.ixl.com/research/ESSA-Research-Report.pdf>). This study found that the use of IXL had a positive and statistically significant effect on student academic achievement in both math and reading. In addition, students with higher levels of IXL usage experienced greater growth in both subjects.

Another evidenced based program we purchased to address learning loss due to the pandemic is Wilson Phonics. Evidence for Wilson Phonics can be found HERE (<https://ies.ed.gov/ncee/wwc/Intervention/738>). It is a Tier 3 on What Works Clearinghouse and was found to have potentially positive effects on alphabetics.

We plan to utilize Renaissance Accelerated Reader to help improve reading scores across the district. Evaluating our data for the winter 2022 MAPS reading testing for grades 4, 5, and 6 we found that 56% of our students were below grade level. On their website they state Accelerated Reader will allow us to: "Motivate, monitor, and manage students' independent reading practice with Accelerated Reader and watch as students develop a true love for reading." Evidence can be found HERE (<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/14>)and HERE (<https://doc.renlearn.com/KMNet/R61323.pdf>).

The district will also purchase Learning A-Z Raz kids and Corrective Reading to support student learning and address the learning loss due to Covid-19. Evidence can be found HERE ([https://www.learninga-z.com/site/resources/research-and-efficacy#:~:text=Learning%20A%2DZ%20products%20blend%20teacher,and%20backed%20by%20efficacy%20studies\)for](https://www.learninga-z.com/site/resources/research-and-efficacy#:~:text=Learning%20A%2DZ%20products%20blend%20teacher,and%20backed%20by%20efficacy%20studies)for) Learning A-Z. Evidence for Corrective Reading can be found HERE (<https://www.evidenceforessa.org/programs/reading/corrective-reading-elementary>) and HERE (<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120>).

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will use these funds to support additional staff to help reduce class sizes which will also help us address learning loss and promote social distancing. We will also continue with some extra hours for a part-time math teacher and employing a custodian person we had approved on our ESSER II plan. It is also critical that we retain our current staff that have heroically helped us stay open and provide quality instruction through the difficulties of Covid. We will be offering retention pay to our staff that continues on with USD 237. It is important for the district to improve our technology and increase the number of chromebooks so our students will not have to share devices, have devices that will work with current programs, and teachers can fully utilize best-practices with their students. We have plans to update older HVAC units located in our technology building. Instructional materials will be purchased to help address learning loss and make instruction more effective, by selecting material that will better align with standards, have on-line components, and more current relevant materials to engage students. USD 237 staff and parents have identified a need to address social emotional learning for our students. We have seen a growth in mental health needs and need to address social skills because of the COVID pandemic. We would like to purchase a social emotional curriculum that is evidence based to help meet this need and are currently researching what curriculum we feel will meet the needs of our students.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 237 will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include academics, staff retention, and safe facilities. Academic performance will primarily be measured using Fastbridge as we move to it next year. Incorporating Fastbridge into our district will help us pinpoint deficiencies in areas that need improvement in our students. We will also use supporting measures such as results from the Kansas Assessments and the ACT. Determination of social and emotional impacts will be evaluated through the Kansas Communities that Care survey, as well as anecdotal feedback from staff, students, and parents. Academic and social/emotional effects will also be reflected through monitoring of attendance data and graduation rates. As we implement a new social and emotional curriculum we anticipate gains in the social and emotional skills of our students. We will be focusing on the reading and math interventions from data gathered from Fastbridge next year, but plan to use the SAEBR's survey included with Fastbridge to identify areas our students need interventions. We will diligently track and monitor the data above in hopes to see improvement in the academic and social emotional development of our students and student sub-groups.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$656,592	\$0	\$656,592	ESSER III Allocations	\$131,319
Approved Total	\$612,920	\$0	\$612,920	Approved Total	\$152,749
Amount Left	\$43,672	\$0	\$43,672	Amount Still Needed	\$0
In Review Total	\$7,000	\$0	\$7,000	In Review Total	\$7,000
Amount Left	\$36,672	\$0	\$36,672	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
237-3-0032	Direct	True	1000	736	9	\$7,000	Task Force Review
237-3-0001	Direct	True	1000	610	12	\$7,295	Approved
237-3-0002	Direct	True	1000	736	9	\$9,614	Approved
237-3-0003	Direct	True	1000	736	9	\$1,316	Approved
237-3-0004	Direct	True	1000	644	9	\$1,872	Approved
237-3-0005	Direct	True	1000	736	9	\$8,350	Approved
237-3-0006	Direct	True	1000	110	3	\$97,552	Approved
237-3-0007	Direct	True	1000	290	3	\$19,288	Approved
237-3-0008	Direct	True	1000	220	3	\$7,462	Approved
237-3-0009	Direct	False	1000	736	9	\$6,928	Approved
237-3-0010	Direct	False	1000	110	12	\$101,464	Approved
237-3-0011	Direct	False	1000	220	12	\$7,762	Approved
237-3-0012	Direct	False	1000	110	16	\$78,000	Approved
237-3-0013	Direct	False	2122	110	16	\$4,000	Approved
237-3-0014	Direct	False	1000	120	16	\$16,000	Approved
237-3-0015	Direct	False	2400	120	16	\$6,000	Approved
237-3-0016	Direct	False	2700	120	16	\$12,000	Approved
237-3-0017	Direct	False	3100	120	16	\$14,000	Approved
237-3-0018	Direct	False	2600	120	16	\$16,000	Approved
237-3-0019	Direct	False	2410	110	16	\$6,000	Approved
237-3-0020	Direct	False	2312	120	16	\$2,000	Approved
237-3-0021	Direct	False	2313	120	16	\$2,000	Approved
237-3-0022	Direct	False	1000	220	16	\$11,934	Approved
237-3-0023	Direct	False	1000	260	16	\$0	Approved
237-3-0024	Direct	False	1000	110	12	\$12,000	Approved
237-3-0025	Direct	False	2600	600	7	\$10,000	Approved
237-3-0026	Direct	False	1000	736	9	\$75,000	Approved
237-3-0027	Direct	False	4700	400	14	\$35,000	Approved
237-3-0028	Direct	False	2600	120	15	\$26,000	Approved
237-3-0029	Direct	False	2600	220	15	\$1,987	Approved

237-3-0030	Direct	False	2600	270	15	\$855	Approved
237-3-0031	Direct	False	2600	430	14	\$15,241	Approved

Line Item Details

Line Item ID: 237-3-0032

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

Comp Software

Account Number

95780

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

IXL-IXL is a program that uses insights from the student work in the curriculum and uses real-time diagnostic to personalize instruction for each learner. The student will build on their knowledge and review gaps in their learning caused by Covid 19. IXL was approved for the elementary school in our original application. The JR/SR high school would also like to have the benefit of access to IXL so this request will be adding additional funding for Math and English IXL access for the JR/SR high school students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$3,500
Total Expenditures	<u>\$7,000</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 237-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SCE Teaching Supplies

Account Number

06-13950

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Wilson Phonics-Evidenced based program we purchased to address learning loss due to the pandemic is Wilson Phonics. Evidence for Wilson Phonics can be found [HERE](#). It is a Tier 3 on What Works Clearinghouse and was found to have potentially positive effects on alphabetics.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,295
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,295</u>

Status

Approved

Line Item ID: 237-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Comp software

Account Number

08-18700

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Accelerated Reading- To address reading lower reading schools due to the pandemic we plan to utilize Renaissance Accelerated Reader in USD 237.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,807
Budgeted Expenditures in SFY 2024	\$4,807
Total Expenditures	<u>\$9,614</u>

Status

Approved

Line Item ID: 237-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Comp software

Account Number

08-18700

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Learning A-Z (Raz Kids)-The district will also purchase Learning A-Z Raz kids to support student learning and address the learning loss due to Covid-19.

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	\$658
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Budgeted Expenditures in SFY 2024	\$658
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Total Expenditures	<u>\$1,316</u>
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Status

Approved

Line Item ID: 237-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

textbooks

Account Number

56-53050

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Corrective Reading-The district will also purchase Corrective Reading to support student learning and address the learning loss due to Covid-19.

Budgeted Expenditures in SFY 2021	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$936
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Budgeted Expenditures in SFY 2024	\$936
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Total Expenditures	<u>\$1,872</u>
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Status

Approved

Line Item ID: 237-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Comp software

Account Number

08-18700

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

IXL- IXL is a program that uses insights from the student work in the curriculum and uses real-time diagnostic to personalize instruction for each learner. The student will build on their knowledge and review gaps in their learning caused by Covid 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,175
Budgeted Expenditures in SFY 2024	\$4,175
Total Expenditures	<u>\$8,350</u>

Status

Approved

Line Item ID: 237-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher /Salary

Account Number

06-12900

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Instructional Coach- hire an instructional coach who specifically works with and supports teachers in the identification, development, and aligned implementation of effective, impactful, evidence-based instructional practices, interventions, benchmarking, and progress monitoring.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$48,776
Budgeted Expenditures in SFY 2024	\$48,776
Total Expenditures	<u>\$97,552</u>

Status

Approved

Line Item ID: 237-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Dist. Health Insurance Fringe

Account Number

06-16450

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Instructional Coach Fringe

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,644**Budgeted Expenditures in SFY 2024** \$9,644**Total Expenditures** \$19,288**Status**

Approved

Line Item ID: 237-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SS

Account Number

06-16270

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Instructional Coach FICA

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,731**Budgeted Expenditures in SFY 2024** \$3,731**Total Expenditures** \$7,462**Status**

Approved

Line Item ID: 237-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Comp software

Account Number

08-18700

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fastbridge-Educational program to identify gaps and close those gaps with specific, targeted strategies in LEA students' learning

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,464
Budgeted Expenditures in SFY 2023	\$1,732
Budgeted Expenditures in SFY 2024	\$1,732
Total Expenditures	<u>\$6,928</u>

Status

Approved

Line Item ID: 237-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary/ Teacher Elementary

Account Number

06-12950

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Elementary teacher to reduce class sizes to address learning loss and help social distance

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,732
Budgeted Expenditures in SFY 2024	\$50,732
Total Expenditures	<u>\$101,464</u>

Status

Approved

Line Item ID: 237-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

SS

Account Number

06-16270

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fica for adding Elementary Teacher

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,881**Budgeted Expenditures in SFY 2024** \$3,881**Total Expenditures** \$7,762**Status**

Approved

Line Item ID: 237-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instruction Teacher/Salary

Account Number

06-12900

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 237 certified staff (39) will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$39,000**Budgeted Expenditures in SFY 2024** \$39,000**Total Expenditures** \$78,000**Status**

Approved

Line Item ID: 237-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary/Counselor

Account Number

06-1460

Function Code

2122 - Counseling Services

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 237 counselors will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$4,000</u>

Status

Approved

Line Item ID: 237-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary Non-Certified Aid

Account Number

06-13120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

\$1000.00 as premium pay for paraprofessionals This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,000
Budgeted Expenditures in SFY 2024	\$8,000
Total Expenditures	<u>\$16,000</u>

Status

Approved

Line Item ID: 237-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary/Clerical

Account Number

06-13150

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 237 secretaries will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

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: 237-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary Reg Rts

Account Number

06-33200

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 237 regular bus drivers and transportation/mechanic department head will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

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

Approved

Line Item ID: 237-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary Food Service

Account Number

24-45150

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 237 cooks and food service department head will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

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

Approved

Line Item ID: 237-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary Custodian

Account Number

06-14750

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 237 custodians and maintenance department head will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,000
Budgeted Expenditures in SFY 2024	\$8,000
Total Expenditures	<u>\$16,000</u>

Status

Approved

Line Item ID: 237-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary Administration

Account Number

06-12150

Function Code

2410 - Office of the Principal Services

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 237 administration will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

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: 237-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary /Administration

Account Number

06-12050

Function Code

2312 - Board Clerk/Deputy Clerk/Clerk Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 237 board clerk will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,000</u>

Status

Approved

Line Item ID: 237-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary-District Treasurer

Account Number

06-12100

Function Code

2313 - Board Treasurer Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 237 treasurer will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	\$2,000

Status

Approved

Line Item ID: 237-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

SS

Account Number

06-16270

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fica for Retention

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,967
Budgeted Expenditures in SFY 2024	\$5,967
Total Expenditures	\$11,934

Status

Approved

Line Item ID: 237-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

06-16370

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment for retention

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$0**Status**

Approved

Line Item ID: 237-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Extra Duty

Account Number

06-16050

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Continue to employ paraprofessional added with ESSER II funds to work with students in small groups for math and reading interventions.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$12,000**Total Expenditures** \$12,000**Status**

Approved

Line Item ID: 237-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Custodial Supplies

Account Number

06-15950

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchase supplies to allow for the district to clean and sanitize school facility to help reduce the spread of Covid-19-These are cleaning supplies and PPE in response to Covid. Purell Sanitizing Hand Wipes - used by every student any time they leave or enter a room or change locations; Sani cloth wipes - used on surfaces anytime a group of students leave a room; Purell hand sanitizer gel/touchless dispensers - used in lunchrooms and/or other school locations; Disinfectant spray - more being used than normal; Masks for students and staff - continue to replace and purchase; Latex gloves - more being used than normal; Plexi Glass for our building secretaries to help minimize exposure. Additional cleaning and hand washing also contributes to more general supplies being used than normal: paper towels, hand soap, spray bottles, mops, laundry, etc.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<u>\$10,000</u>

Status

Approved

Line Item ID: 237-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Computer Hardware

Account Number

08-18700

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

To upgrade classroom technology for students. 200 chromebooks, that are needed to be prepared for remote learning and also to help with the learning gap caused by the pandemic. We need reliable technology in the hands of our students capable of running current programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$37,500
Budgeted Expenditures in SFY 2024	\$37,500
Total Expenditures	<u>\$75,000</u>

Status

Approved

Line Item ID: 237-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Building Improvements

Account Number

16-20625

Function Code

4700 - Building Improvements

Object Code

400 - PURCHASED PROPERTY SERVICES

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Upgrade HVAC at Tech building to help with air quality and purification to lessen the risk of covid transmission

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$35,000</u>

Status

Approved

Line Item Comment from KSDE

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 237-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salary Custodian

Account Number

16-15050

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are keeping an additional custodian on staff to help with the cleaning and sanitizing of our facility this employee was approved on ESSER II

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$26,000
Total Expenditures	\$26,000

Status

Approved

Line Item ID: 237-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

SS Custodian

Account Number

06-16240

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA for the additional custodian

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$1,987
Total Expenditures	\$1,987

Status

Approved

Line Item ID: 237-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Work Comp Custodian

Account Number

06-16330

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

270 - Worker's Compensation

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Workman's Comp for the additional custodian position

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$855
Total Expenditures	<u>\$855</u>

Status

Approved

Line Item ID: 237-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Building Repair and Maintenance

Account Number

95825

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

430 - Repairs and Maintenance Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW--This project will help us increase the air movement throughout our elementary school. The current control module is out of date and does not always work which reduces or eliminates air flow. The increase in air flow will be helpful in improving the indoor air quality to address the potential exposure to the coronavirus. This was originally submitted on our ESSER II plan but was removed and is not being added to ESSER III plan. The Construction and Capital Expenditure Prior Approval Request was not approved at the time we originally submitted this project on ESSER II, even though the expenditure was approved. We received an email on 6/7/2022 from Lori Creason with an approval letter for our Construction and Capital Expenditure Prior Approval Request. Lori Creason emailed that the approval letter would work for ESSER III, that we would not need to do another request. We are adding it as a new expenditure. Thanks

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,241
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$15,241</u>

Status

Approved

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

ESSER III APPLICATION FOR D0250

Status
Approved

KSDE Application Comments

Stakeholder Feedback - 5/11/2022

Student Subgroups - Who did you speak to about EL students and Migrant students?

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>
Pittsburg	510 Deill St, Pittsburg, KS 667620075	PO Box 75, Pittsburg, KS 667620075
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Richard Proffitt	rproffitt@usd250.org	(620) 235-3100

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lita Biggs	Business Operations Director	lbiggs@usd250.org	(620) 235-3100

Other District Representative 1 - Name

Brad Hanson

Other District Representative 1 - E-mail Address

bradhanson@usd250.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.usd250.org/page/reopeningplan>

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 250's primary learning environment is in-person instruction. To ensure that we are providing a safe and supportive environment for our students and staff, we will continue with mitigation strategies (including sanitization practices, air filters, hand washing etiquette, social distancing, etc.) , provide social and emotional supports, provide access to critical services and promote equity in learning for all groups, especially those who are disproportionately affected by the pandemic. To accomplish these goals, we must have resources to support the physical and mental health of all persons within our buildings.

Currently, we are following the Crawford County Health Officers recommendations for health mitigation. We will continue to purchase: masks; air filtration systems; gloves; disinfectants; high performance air filters for HVAC; improvements on HVAC systems; physical barriers; signage; and other tools. We promote vaccination, but believe that it is a family choice. We will work with the Community Health Center of Southeast Kansas to administer vaccinations for all students and parents. We require mask wearing for all district transportation and when our positive cases (and absenteeism rates) are at a threshold that we must mandate mask wearing in the buildings. We supply reasonable accommodations for those who are unable to wear masks due to other physical limitations. We promote physical distancing and cohosting as much as possible for contact tracing. We do need to make considerable improvements in our ventilation systems in two areas, one at our high school, and one at our middle school to improve upon the air quality. Both are due to older systems that do not circulate the air properly and are antiquated. We continue to promote handwashing and respiratory etiquette and teach those principles.

We are working with families with students of special needs so that their education is not interrupted, and takes special care of those who have severe physical disabilities. We adjust our strategies as circumstances dictate. We believe that in-person instruction is best, but must also accommodate in-home placement when necessary for student health needs.

Our cooperation between all health care officials and the school have been exemplary. We share information, following legal parameters, so that we are working from the same information and within the best interest of students, families and staff. We have implemented testing strategies which is reducing the amount of students on quarantine

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we hosted focus groups with student leadership groups at each building in face to face settings, to determine their highest levels of need for pandemic related instruction and support. Our student leadership teams in each building are not what one would consider "normal" student leadership group. Our administrators choose a cross section of students which include age, gender, ethnicity, SES status, and also includes identified students. In addition, our district migrant coordinator, and ESOL teachers guided the conversations with our ELL/ESOL students about the challenges that they have faced during the pandemic. They also assisted both students and parents in conversations and filling out surveys which were translated. We contacted 2 of our local Hispanic churches to get some feedback. We were told to talk to our district migrant coordinator to get feedback from students and families. Our migrant coordinator is heavily involved in the Hispanic community within the district and serves as an interpreter, liaison, advocate, etc. for many families. The feedback from those conversations were included in the overall student feedback. We also had our resource room teachers talk with our identified students to ascertain challenges that they have faced during the pandemic. The questions that we presented were verbal, and we listened for the answers that students provided. It took quite a bit of prompting, because the students, for the most part, did not convey that they had been effected to a degree that most adults believe that they have. The following supports received the most interest from our students:

1. Social and Emotional Needs: Specifically the need for additional counseling/therapists in the schools. By an overwhelming margin, this was the top issue discussed. They believed that students are having a hard time adjusting to life created by the pandemic, and need someone to speak with. However, they know that the school counselors and social workers are overloaded and it is very difficult to make appointments to see the counselors because they are so busy. So, they say they rely on each other more than adults in the buildings to make it through.
2. Lack of quality technology or online learning supports. Some students liked the Remote Learning environment and others did not like it. Those who liked it pointed out that it gave them freedom (like using the restroom whenever they wanted) that it provided them. Those that did not like it, said that the main drawback was the lack of personal contact with peers and teachers. Both groups said that our districts online tools for communication and interchange of student activities was helpful, they all said that they had troubles with connectivity and ability to follow lessons in real time.
3. Cancellation of activities, and socialization opportunities for students. This was another big issue. It is quite clear that students want as normal of an environment as they normally experience. It was extremely important that their normal classroom, extra-curricular and outside of school (field trips, competitions, etc) not be cancelled.

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

1. Social and Emotional Supports: 72%
2. Learning Loss: 60%
3. Lack of engagement in remote settings: 57%
4. Elimination of activities/return to normal activities: 50%

Although over 1,500 student/parent/community surveys were sent to families, 437 families responded. Community Members were asked to identify themselves. The break down of those respondents were:

1. 85% Parents
2. 7% Community Members
3. 5% Student (Students had previously been engaged in focus groups at the schools)
4. 3% Business Leaders

When asked which student subgroups they believed had been effected the most, the results were as follows:

1. All Students: 50%
2. Economically Disadvantaged: 37%
3. Special Education: 38%
4. Remote Students: 24%
5. Students in Isolation: 35%

When asked what they would like to see considered as we move forward, the responses in descending order were:

1. Additional Social and Emotional Supports
2. In-School Social Behavioral and Social-Emotional Clinicians
3. Additional Personnel to support academic interventions
4. Additional Instructional Materials
5. After School Tutoring Programs
6. Summer Learning Programs

You will see that these suggestions from parents are reflective in the plan we have developed. We are placing a greater emphasis on social and emotional interventions, staff and resources. We are also placing a large emphasis on summer school, since we saw very positive gains through our ESSER II moneys applied to summer school last summer.

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. In addition we have solicited input from our Special Education Interlocal. Below is a list of the input provided through these meetings.

Our administrative team is comprised of 14 school and district administrators. Social and emotional assistance, in the form of additional staff and resources, was the overwhelming need discussed at our District Administrative Meetings, held once per month. Additional staff for academic interventions was the second most needed resource, followed closely by summer school and after school assistance.

The SEK Interlocal collaborates with USD 250 in providing special education and related services to identified district students. The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community.

Need: In consultation between USD 250 and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

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 which included our staff at USD 250. We sent a survey out to our staff, in conjunction with our local teachers union. Out of our 520 teachers and staff, 151 responded to the survey. Of the 151 responses, 44 were parents of current students, 4 were members of a Native American Tribe, 7 were the parent of a student with disabilities, 1 was the parent of an English Language Learner, 1 was the parent of a homeless student, 2 were foster parents, and 1 was the guardian of a migrant student. 4 staff were Pre-K, 61 were Elementary, 31 were middle school, 37 were high school and 40 were "not applicable". The results of the survey showed the teaching staff would like to have considered (in descending order):

1. Additional personnel and support staff for academic interventions.
2. After School Tutoring Programs/Summer School
3. Expanding social and emotional learning and mental health services
4. Additional behavioral support and interventions
5. Additional instructional materials and resources (software, textbooks, curriculum)

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our staff.

Tribes

In a review of our student information system, we identified 4 students who reported as members of a tribe, but 90 students who identify as multi-ethnic, having some Native American ancestry, but not belonging to a specific tribe. We reached out to the 4 families, after researching our SIS system, who belong to a tribe. We also previously sent surveys to the parents of those students who identified as Native.

The four families who belong to a tribe provided us with information that was important to help us understand their thoughts on the affects of the pandemic. All four families said that technology was an important piece in keeping up with the work. They told us that providing their students with technology so that they could access learning materials and communicate with teachers (24-7) was very important. They believed that the online resources that the district and individual teachers developed were important. Although, technology helped them keep up to speed with the learning tasks, there was a realization that there was learning loss that occurred. First, the learning loss came because of the lack of meaningful face-to-face interaction. All four families chose to stay home during the pandemic in the first year when remote learning was allowed. When the students came back to school, however, it was evident that the students were lagging behind their peers who had been in attendance. Summer School helped the students make some gains, but there is still a feeling that they are continuing to lag behind in some areas, especially math. Another area of concern was the affects of isolation. Very little social interaction occurred with these families for over a year. They believe that their children suffered from the isolation and are having difficulties, at times, readjusting to the social aspects of school. In addition, the fear that many Native Americans had of contracting the virus, instilled a lot of fear in the children, and they continue to have difficulties with dealing with that fear. However, due to a limited number of counselors in the buildings, it is difficult to get in to see the counselors to talk about their issues.

In addition, we contacted Chris Howell Executive Director of the Kansas Native American Affairs (KNAA) Office in Topeka. He told us that there are only four (4) recognized tribes in Kansas in Brown, Doniphan and Jackson Counties. He also stated that the tribal management is handled by the tribes themselves so we needed to find out if any of our students belonged to any of those four (4) tribes. We have found no information that they belong to those 4 tribes. Our families belong to tribes from different states. We contacted those tribes, but did not receive a response. Mr. Howell did point us to several resources that would help guide us in developing policies and curriculum guidance.

Alex Red Corn Assistant Professor of Educational Leadership and KSU and Executive Director of the Kansas Association of Native American Education "did not feel that it was their (meaning his organization emphasis mine) place to insert themselves into the consultation process." Furthermore he stated that although he applauds school district for reaching out to them, consultations can be a more complicated context for school leaders that are not close to recognized tribes.

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Civil Rights Organization including Disability Rights Organizations

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

ACLU-Kansas
Kansas Human Rights Commission
Kansas Action for Children
Disability Rights Center of Kansas
Kansas NAACP
United Way of Southeast Kansas and Southwest Missouri
Kansas Disability Resources and Advocacy Organizations

The responses that we received were via phone conversations with the following organizations:

1. American Civil Liberties Union of Kansas: Esmie Tseng. She stated that the only concerns and information that they could provide us would mostly fall under the "Police in Schools and the Kansas School to Prison Pipeline", LGBTQ Student Rights and other general issues related to students rights. Unless there were issues that violated a students civil liberties or involved law enforcement to enforce issues related to COVID-19 she could not provide any other guidance.
2. Kansas Human Rights Commission: Ruth Glover She stated that the Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding or programs and had no further input.
3. Kansas Action for Children: John Wilson We had a long conversation with Mr. Wilson. He suggested that we look at the following areas to utilize funds:
 - a) Early Childhood and Childcare
 - b) SEL support inside and outside school
 - c) Food security support
 - d) Accessibility to SEL and Physical Health Resources
4. The United Way of Southeast Kansas and Southwest Missouri: Bob Burk, Director of Resource Development and Community Engagement. He stated that the greatest need that they are seeing in our area is in the realm of additional counseling for mental health issues and social and emotional supports.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We held a meeting with service providers in Southeast Kansas in which entities that serve underserved children were invited. Representatives from the United Way, Crawford County Health Department/Mental Health, Southeast Kansas Community Action Program, and TFI Family Services were present.

There were 4 main themes that all entities said were the "main" obstacles created by the pandemic for children and families that they serve:

1. Isolation: Foster care, migrant, and other underserved children experience a lot of isolation in various ways. Foster care children not only experiences being away from their home environment, but also were isolated away from school settings, functions/activities and other students (as well as adults in the buildings) which lead to greater isolation. Migrant children in our community were able to maintain contact and relationships with other migrant families, but remained isolated from all areas of school and society. Other underserved children tended to stay within the home, where unfortunately, there was an increase in isolation but also abuse in some cases.
2. Mental Health: The isolation created additional mental health concerns for all underserved children. The lack of interaction and positive environment/interaction had a profound effect on their mental well-being and are having a difficult time returning to a normal state of equilibrium.
3. Learning Loss: Unfortunately, education is a challenge for many of these children, and the change in delivery and focus during this time created a way in which students fell further behind.
4. Communication: In some instances the language barrier created issues with appropriate and timely communication, and in others, the lack of technology/communication tools (phone, email, internet, etc.) lead to the communication process.

It was encouraging to hear that the districts ability to translate our communications into Spanish and Marshallese was very helpful. We also, through a grant, were able to provide a school sponsored community wireless access through DragonNet in which high speed wireless service could be provided to school owned technology within the home for students to utilize. Summer school and after school programs were mentioned by all entities as being a positive force in helping student keep up with learning objectives and keeping them from falling further behind. And access (allowing providers space within the buildings and during the school day) helped increase the amount of students who were able to be serviced due to lack of transportation, work conflicts, or parents/guardians not able to take students to appointments.

You will see that these suggestions are reflective in the plan we developed.

Provide the public the opportunity to provide input and take such input into account

We provided a link to a survey to thousands of emails, gained from the City of Pittsburg through utility records. We only received 131 responses. We asked 2 questions, which were open ended. We did this so that we could gain information about their thoughts on COVID losses, but also to gain an understanding of where our communities ideas were in general. We anticipated that we would get pushback from patrons, which we did, but we also found some common themes that were similar to the surveys that we sent to staff and parents. There was an overwhelming theme of getting back to normal and allowing students to not to wear masks. However, we saw those as outliers and focused on ideas that would truly help students and the district.

Question #1 was: If resources were available to help address the lingering effects of COVID, in what areas do you believe need to be addressed most?

1. Additional Counseling. social/emotional and mental health supports (by an overwhelming margin) This also included the mental health of teachers
2. Extended School Year and Summer School
3. After School Tutoring
4. Improved technology for remote students
5. Learning Loss

Question #2 was: Are there other ideas that you have that will help address the lingering effects of the COVID pandemic?

These responses were actually less helpful. They were actually full of "stop the nonsense", government overreaching, get vaccinated, remove restrictions, etc. The one theme that stood out however, was that teachers needed to be paid more. They believed that ESSER monies should go toward providing additional pay for what they have gone through. This gets to the heart of retention incentives.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The pandemic has certainly had an impact on the students, staff and district in USD 250 Pittsburg Community Schools. Pittsburg, although the largest community in southeast Kansas, has similar demographic characteristics as many other communities in our region of the state. There is a history of poverty in our region, and we are now seeing an increase in diversity, especially among the Hispanic and Marshallese populations. As an example, four years ago our Hispanic student population comprise only 12% of our student population but now makes up nearly 19% of our population. That is a 7% increase in that 4-year period. At the same time, our overall Free lunch population has remained steady, and we have seen an increase in the number of identified (SPED) students which has grown to 19%

A demographic breakdown of our district looks like this: (Based on 3,276 students K-12)

Native American >1%
Asian 2%
African American 3%
Multi-ethnic 9%
Hispanic 18.6%
White 64.5%
SPED 19%
ELL 11.4%
Homeless 8%
Foster Care 1%
Free Lunch 54.25%

One does not have to look far to discover the effects of the pandemic. We have seen three big areas of adverse consequences caused by the pandemic. Those are in the areas of learning loss, social-emotional needs and loss of engagement with others and programs. We wish to illustrate two of these areas with some data from our district.

For learning loss, we will simply use our state assessment data from 2019 compared to 2021. We believe that covers a large span of the pandemic. The data that you will see shows the increase in the percentage of students scoring in the lowest category (Level 1) in both Math and ELA by different subgroups. In a few instances we did see some gains, but overall we saw losses.

Subcategory	Math Level 1 Increase %	ELA Level 1 Increase in %
All	4.79%	-1.17%
SPED	-1.38%	5.75%
ELL	0%	8.32%
Af/Am	3.63%	-5.46%
Hispanic	2.74%	5.56%
American Indian	5.9%	1.73%
Free Lunch	6.63%	5.3%
Homeless	1.76%	3.42%
Foster Care	1.48%	-7.41%

As you can see, in most categories, there is a significant increase in students scoring lower on the state assessment in both Math and ELA, falling into Category 1. Much of the reasoning behind the increase was due to loss of learning driven by factors created by the pandemic. Other data that the district collects shows the same decline in scores across the board. It was created by multiple factors including: remote learning; lack of meaningful engagement; lack of adequate technology per student, especially in the home; lack of parental involvement/motivation; separation of students; lack of meaningful experiences/activities; absenteeism due to COVID illness; and many others. Yet it is our goal to put measures into place, using ESSER III funds to make gains toward improvements in the areas of learning loss, which will be described below.

A second area of concern has been in the area of mental health and social-emotional well-being. This is for both students and staff. In an SEL Survey given to students. We monitor these results each year to determine progress. It is given out to all students 3-5 and 6-12 in separate surveys. (We measure this in a different manner in K-2) The areas that we measure are: classroom effort (Example: How much effort do you put into getting involved in discussions during class?); emotional regulation (Example: When you are feeling pressured, how easily can you stay in control?); self-management (Example: When you were working independently, how often did you stay focused?); social awareness (Example: When others disagreed with you, how respectful were you of their views?); supportive relationships (Example: Do you have a teacher or other adult from school who you can count on to help you, no matter what?); and other background questions (Example: What is your gender?). The results from the survey showed the effects of the pandemic on the students in the increase in percentage of negative rather than positive view points on the subcategories of questions:

	2019 Negative	2021 Negative
Classroom Effort	19%	31%
Emotional Regulation	14%	32%
Self-Management	17%	27%
Social-Awareness	19%	21%
Supportive Relationships	12%	43%

It was shocking to us to see our student surveys the showed an increase of what could be considered negative views of their own characteristics, efforts or connection to others. When we were talking to students in focus groups, this was a topic of conversation. Students felt disconnected with other students, teachers and from "normal" activities that they had been able to perform in, in the past, but now was either taken away or was severely restricted. Some students indicated that their academic efforts waned over the past couple of years, but even more so, they talked about the disconnectedness and the inability of having someone to talk with about their problems, solely because there were just too many other students seeking help which did not allow quality time or conversations.

It is our intent, through this application, and the actual expenditures of ESSER III money, to combat the effects of COVID through learning loss and social-emotional needs. This will be accomplished through several measures which we will connect directly back to these two main issues.

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)

According to KSDE documentation for USD 250, we should receive \$7,019,229 in ESSER III resources. To stay in compliance with ESSER III regulations, we will set aside at least 20%, or \$1,403,845.80 in those funds to directly aid our most impacted and our most vulnerable students. In each of the surveys that we sent and the forums in which we hosted, Learning Loss and Social and Emotional needs were among the top needs identified. We believe that we will be able to address these issues through targeted measures in multiple ways.

Last year we saw significant gains through our summer school. We increased the amount of students that we educated and extended the time in which we provided direct instruction from 4 to 6 weeks. The number of staff and resources, of course increased. We utilize Freckle for reading and math in our elementary and middle school summer school programs, linking it to our Success For All (Roots and Wings) curriculum that we utilize throughout the year. At the high school level we focus on Credit Recovery, utilizing Edmentum as the main vehicle of instructional instruction with teachers supports, so students can make marked progress toward their graduation credit requirements. We estimate that summer school will cost \$350,000 per year for the next three years. That is a total of \$1,050,000 which is nearly 75% of the set aside.

We will continue to cooperate with Communities in Schools to help us work with our vulnerable populations to help students and families meet their basic needs and connect to community resources. We contribute \$62,000 per year for this important program which will total \$186,000 for the next three fiscal years.

We will continue to cooperate with Jobs for America's Graduates to assist our students with graduation, post-secondary and employment goals and support. We contribute \$15,000 per year, which we are committed for the next three years for a total of \$45,000.

To address additional Learning Loss issues, we will be utilizing ESSER III money for teacher professional development in LTRS training, specifically how to implement it into our MTSS/RTI models. This training will cost \$60,000 per year in FY23 and FY24, for a total of \$120,000.

Additionally we will be providing teacher professional development in addressing other reading gaps in our secondary MTSS model training on Phonological Awareness training. The cost for that PD will be \$25,000 per year in FY22 and FY23 for a total of \$50,000.

We will implement Edmentum at our secondary levels during the year, with teacher support for students who need additional credit recovery, that could not be gained through summer school. The cost for this program is \$18,000 per year for FY22, FY23 and FY24, or a total of \$54,000.

Our elementary schools will receive BIST training, which is Trauma Informed Behavior Intervention Support Teams training to help assist students in getting in the correct mindset to learn and to promote self-regulation of emotions. The cost of this training is \$8,400 per year in FY22, FY23 and FY24, for a total of \$25,200.

In those programs alone, we intend to spend \$1,530,200 which is more than the required 20% set-aside of \$1,403,845.80 for learning loss. Additional expenditures will also address learning loss and social-emotional issues.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

During the pandemic, student engagement was an issue. Students whose families chose to stay remote, and chronic absenteeism created educational obstacles to keeping up with academic progress. To assist our staff and students in being able to remain engaged, connected and increase meaningful communication, the district attempted to invest in student machines (chromebooks). This was particularly important to our most vulnerable students who could not afford a personal device. We have secured another grant that provides free or low cost internet access in the home on our own WAN network called Dragon Net. However, we need to continue to provide these devices to our students, while bolstering our infrastructure to support such a robust system. We propose to expend \$600,000 in years FY22, FY23 and FY24 (\$1,800,000 total) to maintain this important engagement and communications system that assists all students, but most importantly our vulnerable population so that they can remain engaged 24/7 no matter what their circumstances. With Chromebook purchases, we know that there will be a certain amount of breakage. We have staff in-house that can repair the machines if we have enough parts and components on hand. We know that this a cheaper model than contracting services for repairs. We propose to purchase \$50,000 per year for FY22-24 in Chromebook parts and components, for a total of \$150,000. This will provide for breakage, and additional components for well over 3,500 machines.

With our growing ESOL student population, which includes some of our most vulnerable students, we wish to employ an additional ESOL teacher. \$65,000/year for FY23 and FY24 for \$130,000.

Student and teacher mental health is a primary concern. We are offering teacher mental health assistance through a cooperative agreement with the Community Health Center of Southeast Kansas and Crawford County Community Health. Our teachers are receiving direct PD/Instruction on how to manage their own mental health and to recognize the signs and symptoms of student mental health issues. Our "Wellness Wednesdays" professional development sessions have been a success so far and we hope that it continues in the future. We will expend \$50,000 in FY22, and \$100,000 in FY23 and FY24 for these PD opportunities, for a total of \$250,000.

We have found that there are not enough therapists and nurses to be employed to help address student mental and physical well-being. So we have expanded our partnership with Community Health Center of Southeast Kansas to employ and additional licensed therapist (\$25,000 FY22-24) and additional nursing (\$35,000 FY22-24) for a total of \$180,000. We will also be utilizing the Greenbush Social-Emotional Growth and School Mental Health Resource assistance program for teacher professional development and program facilitation at a cost of \$15,000 per year for FY223-24, for a total of \$30,000. We want to expend some resources to assist teachers in developing Google Classroom Resources so that they can further engage students, especially those vulnerable students that need more assistance and attention. We would like to expend \$60,000 per year for FY22-23 for a total of \$120,000.

We are looking carefully at curriculum resources that will help support our teachers and our systems in making the largest impact in learning in curricular areas. We especially desire to adopt resources that are not only evidence based, but also provide monitoring tools to track student progress. We propose to spend \$100,000 in FY22, \$250,000 in FY23 and \$350,000 in FY24, for a total of \$700,000.

Teacher anxiety, stress and burn-out are at an all-time high. We recognize that there is a current teacher shortage and an impending increase in teachers leaving the profession. We intend to utilize ESSER III funds to provide for Teacher Retention Premium Pay to help retain quality teachers and provide an opportunity for them to feel valued through monetary compensation. We propose to utilize \$750,000 per year for FY23-24 for a total of \$1,500,000.

We will still have \$629,029.80 remaining in ESSER III funds that we wish to utilize for other uses as we move forward and discover other needs in the next couple of years.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We believe that our application requests for funds is focused on learning loss, mental health (social-emotional well-being of students and staff, student and staff wellness, connecting students to critical resources and providing teachers with the professional development and resources that the need to help students make significant gains. We utilize Panorama to track multiple measures including academic progress, absenteeism, behavioral issues, IEP progress, student improvement team progress, state and local assessments, SEL progress and curriculum implementation progress.

We also track data through our MTSS processes, SFA, Freckel, Kansas Communities that Care survey, LINK consortium data and other local assessments.

All of these will provide us with the information to be able to track individual students, sub-groups of students, larger groups (ex: grade level, building, teacher) or all students. A focus will be on students who have been effected by the pandemic the greatest, with special care taken to monitor the progress of our most vulnerable students that have been disproportionately impacted.

Collecting and analyzing data is a regular practice in our district as a whole, by buildings and grade levels or departments. That data is utilized to inform decision making. We feel as though we will be able to evaluate the progress and success of all of the interventions that we enact.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$7,019,229	\$0	\$7,019,229	ESSER III Allocations	\$1,403,846
Approved Total	\$6,365,275	\$0	\$6,365,275	Approved Total	\$1,279,000
Amount Left	\$653,954	\$0	\$653,954	Amount Still Needed	\$124,846
In Review Total	\$135,000	\$0	\$135,000	In Review Total	\$0
Amount Left	\$518,954	\$0	\$518,954	Amount Still Needed	\$124,846

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
250-3-0016	Direct	False	1000	110	1A	\$135,000	Task Force Review
250-3-0001	Direct	True	1000	100	11A	\$1,050,000	Approved
250-3-0002	Direct	False	1000	221	11A	\$195,075	Approved
250-3-0003	Direct	True	1000	100	12	\$130,000	Approved
250-3-0004	Direct	False	1000	100	16	\$1,500,000	Approved
250-3-0005	Direct	False	2100	300	4	\$186,000	Approved
250-3-0006	Direct	True	2100	300	12	\$45,000	Approved
250-3-0007	Direct	False	2100	300	10	\$75,000	Approved
250-3-0008	Direct	False	2100	300	6	\$30,000	Approved
250-3-0009	Direct	True	1000	300	9	\$54,000	Approved
250-3-0010	Direct	False	2200	300	6	\$25,200	Approved
250-3-0012	Direct	False	1000	700	9	\$1,950,000	Approved
250-3-0013	Direct	False	1000	600	12	\$700,000	Approved
250-3-0014	Direct	False	2200	500	6	\$320,000	Approved
250-3-0015	Direct	False	2100	300	16	\$105,000	Approved

Line Item Details

Line Item ID: 250-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

SALARY/CERT

Account Number

76105

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

Add additional classroom teachers at the Kindergarten and HS Science levels to reduce class sizes.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$135,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$135,000**Status**

Task Force Review

Line Item Comment from KSDE

New Line Item. As per district: 2 teachers, one for each area. District experienced bit influx of kids in these areas. 8/18/2022

Line Item ID: 250-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SALARY/SUMMER

Account Number

76110

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School: This intervention is specifically designed to address learning loss for all students. However we find that students who are low-income, children with disabilities, ELL students, racial and ethnic minorities, homeless students and students in foster care make up the predominant number of students who attend summer school. Also to help cover costs of utilities, transportation and materials needed to run summer school.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$350,000**Budgeted Expenditures in SFY 2023** \$350,000**Budgeted Expenditures in SFY 2024** \$350,000**Total Expenditures** \$1,050,000**Status**

Approved

Line Item ID: 250-3-0002

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

PAYROLL TAX/FRINGE

Account Number

76140

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

CORRESPONDS WITH ALL SALARY PAID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$26,775
Budgeted Expenditures in SFY 2023	\$84,150
Budgeted Expenditures in SFY 2024	\$84,150
Total Expenditures	<u>\$195,075</u>

Status

Approved

Line Item ID: 250-3-0003

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

SALARY/CERT

Account Number

76105

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

ESOL Teacher: Hiring additional ESOL Teacher. Addressing learning loss in our ELL population. The additional staff will help reduce the pupil to teacher ratio in our ESOL program and provide much needed support in some of our most disadvantaged students in the learning process.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$65,000
Budgeted Expenditures in SFY 2024	\$65,000
Total Expenditures	<u>\$130,000</u>

Status

Approved

Line Item ID: 250-3-0004

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

SALARY-CERT

Account Number

76105

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Teacher Retention Premium Pay: Retaining quality staff who are all trained in all vital areas that address student learning loss and social-emotional needs to ensure that we are assisting students in making adequate academic and social-emotional progress during the continued pandemic. We will plan to pay \$600 in the Fall and \$400 in the Winter for approximately 750 staff each of the two years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$750,000
Budgeted Expenditures in SFY 2024	\$750,000
Total Expenditures	<u>\$1,500,000</u>

Status

Approved

Line Item Comment from KSDE

4/28/22 Please let us know 1. How many staff? 2. How much per staff? 3. Anticipated payment date. Premium pay can not be used for the 20% set aside.

Line Item ID: 250-3-0005

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

SUPPORT SVC STDT/PURCH SERVICES

Account Number

76150

Function Code

2100 - Support Services (Students)

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Communities in Schools: Addressing the unique needs of students or our most vulnerable students by connecting them with community resources. This included outreach and service delivery can best meet the needs of unique populations. It provides a safe in-person environment who need in-person support by providing for some of the most basic needs that students and families have.

All but one of our CIS site coordinators have turned over since the COVID pandemic began and we new that we had to refocus our efforts. Although some of the components of CIS remain, we had to reimagine how we deliver these services. Large numbers of our most vulnerable students were remote, so we had to find ways to continue to provide the learning opportunities using remote methods, and more in-home visitation than ever before. At the same time, there were challenges in staying committed to the social-emotional needs of students who did not make the physical visits to the therapists that they regularly saw. Since, many of our students and parents chose to "shelter in place" there was increase in the load of work that our CIS workers took on to make sure to take care of the needs of these students in-house and remote sites. In addition, the loss of in-person connection created more disengagement and social isolation issues in which our CIS workers have had to overcome by implementing new programs and strategies to overcome. They are now holding more group sessions with targeted topics while finding new community resources to connect them to to overcome their issues. For those who remained on-site during the pandemic, each buildings CIS coordinator implemented a new tutoring and homework assistance program after school so that they would be able to keep up with the work and maintain their progress toward mastery of outcomes.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$62,000
Budgeted Expenditures in SFY 2023	\$62,000
Budgeted Expenditures in SFY 2024	\$62,000
Total Expenditures	<u>\$186,000</u>

Status

Approved

Line Item Comment from KSDE

4/28/22 Please explain how Communities in Schools will address the COVID-19 need. How is this different than the services prior to COVID-19?

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SUPPORT SVC STDT/PURCH SERVICES

Account Number

76150

Function Code

2100 - Support Services (Students)

Object Code300 - 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**

Jobs for Americas Graduates: Graduation, Post-Secondary and Employment support. Addressing the unique needs of students or our most vulnerable students by connecting them with community resources. This included outreach and service delivery can best meet the needs of unique populations. It provides a safe in-person environment who need in-person support by providing for some of the most basic needs that students and families have.

USD 250's JAG-K program continues to have an elective course in which the the students work with the JAG coordinator to address the specific needs of students in overcoming barriers in graduating and career path success. A part of the program has always been on-site business/industry work development through internships or other training methods. However, due to COVID, many of our companies were not allowing our students into their place of operation, and we had to find different methods to help fill that portion of the program that was missing. So our JAG coordinator worked with staff to develop more project based learning which incorporated 87 skills and competencies that they had to meet. They also worked with local businesses to do remote engagement with local businesses, PSU, the Pittsburg Chamber of Commerce and the City of Pittsburg to help develop skills via Zoom meetings and Google resources on how to build resume's interview for jobs, find a post-secondary institution of their liking. This method of engagement proved to be difficult because it was not the same type of engagement that the students were used to. So the JAG coordinator created an "After 5" program in which several business' and industry executives allowed our students to go to their place of employment and work on individual projects when other workers were not in the building, working with the JAG coordinator and one person from the business. This has created a lot of extra work and eaten up a lot more time of the JAG coordinator. I hope that we can keep her in that position because it has worn her out.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,000
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$45,000</u>

Status

Approved

Line Item Comment from KSDE

4/28/22 Please explain how this service is connected to the COVID-19 need. How is this different that what was provided prior to COVID-19?

Line Item ID: 250-3-0007

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

SUPPORT SVC STDT/PURCH SERVICES

Account Number

76150

Function Code

2100 - Support Services (Students)

Object Code300 - 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**

Therapist CHC: Providing additional licensed therapy to students who are in need and whose families do not have resources to meet those needs. We will provide additional mental health needs for our students, which were directly effected by, and continue to be effected by the pandemic. We will continue to bolster our relationship with the Community Health Center of Southeast Kansas.

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	\$25,000
Total Expenditures	\$75,000

Status

Approved

Line Item ID: 250-3-0008

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

SUPPORT SVC STDT/PURCH SVC

Account Number

76150

Function Code

2100 - Support Services (Students)

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**6 - Training and professional
development for LEA staff on sanitation
and minimizing the spread of infectious
disease.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Greenbush SEL Program: Contract with Greenbush to provide professional development and implementation strategies for staff to help identify students with Social-emotional needs and to help facilitate the development of programs to assist in student needs. This will help us develop and provide mental health services and supports for all students, but more specifically those students who are the most vulnerable.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	\$30,000

Status

Approved

Line Item ID: 250-3-0009

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

INSTR SUPPORT/OPS

Account Number

76160

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology
(including hardware, software, and
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Edmentum: Daily Regular Credit Recovery. Students who have fallen behind can utilize this program to help catch up on curricular progress and provide an avenue for credit to be gained, helping them stay on pace for graduation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$18,000
Budgeted Expenditures in SFY 2023	\$18,000
Budgeted Expenditures in SFY 2024	\$18,000
Total Expenditures	<u>\$54,000</u>

Status

Approved

Line Item Comment from KSDE

4/28/22 Additional information in the comments. They will implement Edmentum.

Line Item ID: 250-3-0010

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

SUPPORT SVC INSTR/PURCH SVC

Account Number

76170

Function Code2200 - Support Services (Instructional
Staff)**Object Code**300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**6 - Training and professional
development for LEA staff on sanitation
and minimizing the spread of infectious
disease.**Please describe the expenditures within the account and how they will address a COVID-19 need**

BIST: Trauma Informed Behavior Intervention Support Systems. Providing training for teachers in trauma informed behavioral interventions that support students who have trouble with self-regulation and management of their emotions, but contracting with an outside agency that will help continue the development of the districts SEL protocols and systems.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$8,400
Budgeted Expenditures in SFY 2023	\$8,400
Budgeted Expenditures in SFY 2024	\$8,400
Total Expenditures	<u>\$25,200</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

EQUIP/INSTR

Account Number

76180

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

Chromebook and Technology Infrastructure Parts and Components: Educational Technology Purchases: Expenditures in hardware, software and connectivity (infrastructure) so that all students can stay in contact 24/7 with instructors and improve student, parent, and parent communication and curriculum engagement. With Chromebook purchases, we know that there will be a certain amount of breakage. We want to keep the machines in the hands of students as much as we can. We have staff in-house that can repair the machines if we have enough parts and components on hand. We know that this a cheaper model than contracting services for repairs. We propose to purchase \$50,000 per year additional for FY22-24 in Chromebook parts and components, for a total of \$150,000. This will provide for breakage, and additional components for well over 3,500 machines.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$650,000
Budgeted Expenditures in SFY 2023	\$650,000
Budgeted Expenditures in SFY 2024	\$650,000
Total Expenditures	<u>\$1,950,000</u>

Status

Approved

Line Item Comment from KSDE

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Allocation Type

Direct Allocation

Is this 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/CURR

Account Number

76190

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Curriculum Materials: Adoption of Curriculum Materials that will help provide sound curriculum but will also provide monitoring systems that will help track and provide direction for MTSS groups and practices to help the most needy students. We are looking carefully at curriculum resources that will help support our teachers and our systems in making the largest impact in learning in curricular areas. We especially desire to adopt resources that are not only evidence based, but also provide monitoring tools to track student progress.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$100,000
Budgeted Expenditures in SFY 2023	\$250,000
Budgeted Expenditures in SFY 2024	\$350,000
Total Expenditures	<u>\$700,000</u>

Status

Approved

Line Item ID: 250-3-0014

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

OTHER PURCH SVC

Account Number

76200

Function Code

2200 - Support Services (Instructional Staff)

Object Code

500 - OTHER PURCHASED SERVICES

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

Please describe the expenditures within the account and how they will address a COVID-19 need

Teacher Professional Development: Dragon Learning Support Teams and Wellness Wednesdays. Professional development is to address staff and student mental health by providing them with tools to connect needy students to community resources, develop and implement early warning systems to identify mental health needs, work with local health professionals to train staff on mental health issues and to watch for student, staff and parental warning signs and how to respond appropriately.

Teacher Professional Development: Addressing Reading Gaps in Secondary MTSS Phonological Awareness Training. We will address learning loss of all students, but specifically addressing low-income, children with disabilities, ELL students, racial and ethnic minorities, homeless students and students in foster care through professional development which implements evidence based practices in reading gaps, including monitoring tools, student support and ways of engaging families in the learning process.

Teacher Professional Development: LETRS Training, MTSS/RTI. We will address learning loss of all students, but specifically addressing low-income, children with disabilities, ELL students, racial and ethnic minorities, homeless students and students in foster care through professional development which implements evidence based practices in reading gaps, including monitoring tools, student support and ways of engaging families in the learning process.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$75,000
Budgeted Expenditures in SFY 2023	\$135,000
Budgeted Expenditures in SFY 2024	\$110,000
Total Expenditures	<u>\$320,000</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

SUPPORT SVC/PURCH SVC

Account Number

76150

Function Code

2100 - Support Services (Students)

Object Code300 - 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**

Nursing Increase: Providing compensation for nursing support thorough Community Health Center of Southeast Kansas. The pandemic created a situation in which our nursing staff could not keep up the the physical needs of our students, including direct COVID related needs. We intend to partner with CHC to develop a more robust mitigation system within our nursing program that can fulfill the needs of students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$35,000
Budgeted Expenditures in SFY 2023	\$35,000
Budgeted Expenditures in SFY 2024	\$35,000
Total Expenditures	<u>\$105,000</u>

Status

Approved

ESSER III APPLICATION FOR D0356

Status
Approved

KSDE Application Comments

Please correct total expenditures on Line Items to match original application approved at the 2/8/2022 State Board Meeting. What was the response rate on the survey? How did you ensure that the responses did not skew to one population?

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Conway Springs	110 N. Monnet, Conway Springs, KS 67031	110 N. Monnet, Conway Springs, KS 67031
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Clay Murphy	murphy@usd356.org	(620) 456-2961

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Clay Murphy	Superintendent	murphy@usd356.org	(620) 456-2961
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Judy A Andra	andra@usd356.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.usd356.org/>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

We are continuing to work through the pandemic and the many changes and challenges that we have faced. Through this process, we continuously find areas that we still need to address. Technology is still an area where we are spending funds as we try to keep students and staff up to date and make sure that remote learning or distance learning can be effective if needed. We are also utilizing technology more and more as we find way to differentiate instruction in the classroom. Using smart boards and the applications that come with this has allowed us to do more remediation for certain students, while still providing a challenging curriculum for those who have continued to progress at grade level. Adding curriculum and software has also been very beneficial for our students and we will continue to monitor our students and look for additional tools to help them succeed.

We continue to monitor our local and state case loads and made safety decisions on those trends. Personal hygiene has been an emphasis and although masks are not required at this time, they are welcomed and provided for those who wish to wear them. We have also continued to monitor student and staff health and we follow the quarantine rules put forth by the state and local health organizations. We have continued the extra cleaning practices to help mitigate the spread of germs. Repairing and replacing air handling units has also helped with the fresh air flow in our buildings.

In looking at our test data, we realized that our primary grades have been hit harder than other grade levels. Though all student groups saw some setbacks, our primary grades seem to have suffered a little more in this area. Therefore, we have added staff to those grade levels to allow a better teacher to student ratio for more one on one monitoring and instruction. We will also provide an extended school year to provide more instruction and learning time for all students.

Reading seems to have been hit the hardest so our staff will go through the LETRS program training this summer to help address the needs of our students.

Mental health has become a major issue during the pandemic and we have utilized services from outside sources to help our students and staff in this area. We are also going to join in the Fastbridge program to better help our students in the area of social and emotional development and provide them with additional resources with the help of the extra data from this program.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

We used surveys to get feedback from the students. We received 72% of the surveys back with input on areas we should spend the ESSER dollars. We have also used smaller group settings (Student council meetings and class meetings to discuss the spending plan and to get feedback from students on what they see are needs to help them improve. In our sub groups (Low socio economic students and minority students) we have had some small group discussions as well as some individual discussions on what they need to be more successful. During these conversations and according to the survey results, we have found that students found technology for students, additional extracurricular activities, and facility updates to support student health as the top three areas. They also indicated that added instructional materials as well as SEL and mental health help were important.

Families

We sent out surveys to all parents asking for input on the areas they felt we needed to address with the ESSER money. We received back 56% of those surveys. We also utilized parent teacher conferences, as well as our website to lay out our spending plan and to ask about areas of concern for parents. We also made the effort to contact parents of students on free and reduced lunches, parents of minority students, and parents of other sub groups to ask their opinion specifically on where they felt money should be spent to help our students. From the survey results and the conversations with sub group parents, we found that the top areas where parents wanted to see the money spent included; Additional personnel, more technology for students, additional instructional materials, summer learning, facility updates to support student health, and SEL and mental health help. These results matched well between the surveys and the sub group conversations with parents.

School and District Administrators including Special Education Administration

As a small school, our administrative team meets weekly and we continuously take a look at needs in each building. The COVID issues have changed some of those needs as the mental health issue has become a much bigger issue than what we had seen prior to COVID. We are part of coop for special education and we meet with those administrators each month. Through this process, we found our needs center around mental health support, additional staff in the lower elementary grade level, additional technology to aid in learning loss. Facility air flow was also a hot topic to bring in more fresh air to some of the larger interior gathering places at the high school. Tutoring and summer school were also included in trying to allow more time to those students who suffered greater learning loss.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

All staff was given a survey for their feedback. We received 41% of those surveys back from staff. Staff meetings were also used for discussion on what our needs are and what we can do to help our students. Additional personnel in the classroom at the lower elementary level was a hot topic as well as facility updates to support student health. More technology for students, more professional development, more technology and student and staff mental health help were viewed as needs that should be addressed.

Tribes

After sending surveys out to all parents, we did contact parents who's children are listed in our system as Native American. We reviewed our grant spending plan with them and asked for input. We do not have a tribal council in our school district at this time. We did reach out to the Wichita Indian Center and shared our spending plan with them. No input was received back from them. The parents we did speak with chose the same need areas as our parent survey results showed.

Civil Rights Organization including Disability Rights Organizations

We have reached out to several of these organizations and have received some feedback and are still waiting on feedback from others. We have included how we are planning to spend the funds and are asking for input from them if they feel we need to make any changes. We have heard back from the United Way and the Kansas Action for Children. We will look at feedback from others as we receive it. We have been in contact with the Kansas Disability Rights Center of Kansas and are waiting on responses from others.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We sent surveys to all parents in the district. We also reached out individually to parents of foster care students, students with disabilities and other students in this category (The number of students in these areas is very small for our district). We asked for additional input from them on our plan to spend the grant funds. They agreed with the results we had received from the parent surveys.

Provide the public the opportunity to provide input and take such input into account

We have posted the spending plan on our website and have asked for feedback from anyone who sees something that needs changed or an avenue for improvement. We have received some input from the community and we will utilize it in our planning. We also utilize our site councils at each level to share this information. Our monthly board of education meetings are also open to the public and we have a public comment agenda item time at each meeting. We have received a few positive comments on our spending areas and no negative comments of disagreement with 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 356 is a rural school district with just under 400 public school students as well as partially serving just under 100 private school students.

During the pandemic, we have had to find ways to change quickly to provide the best possible education that we can to our students. Through very hard work and the help of grant money and our budget, we have been able to utilize distance learning methods when needed. This was a challenge, but with some extra effort from many, we found a way to make it work for the benefit of our students.

Through the summer time and break times, we have utilized staff to make sure we are ready for the next challenge. Extended school days and extended year days have allowed our teachers and students some extra time to make sure our learning loss is kept to a minimum.

COVID has and continues to create many challenges for students and staff. Not only the physical issues with the virus, but the mental stress that has been caused as well. We have included extra counseling options as well as promoting constant communication to try and help relieve some of the stress.

We continue to make adjustments as we go on safety issues as things continue to change with the virus and the variants. We have seen some learning loss, but we have continued to address those situations and will continue to monitor them with testing and observation.

As a small district, we don't have many sub groups of any size. However, we have seen the learning loss at a higher rate in our primary grades, especially in the area of reading.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

To address the lost instructional time, we will provide extended day programs to provide students additional instructional time. We will also provide a summer school program in the areas of reading and math to address the lost instructions time and learning loss in these areas.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will continue to provide safety equipment such as masks when needed. We will also continue deep cleaning in the buildings to help reduce the spread of germs. Our custodial staff will perform extra hours of cleaning as needed. Additional cleaning and safety supplies will be purchased as needed. We will continue to teach good personal hygiene to our students and staff. We continuously train our staff of safety issues.

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 learning loss seemed to be more of an issue in our primary grades. Therefore, hiring extra staff in that area will reduce our class sizes and promote more individualized education with more one on one instruction time.

We have also had to hire substitute teachers to help cover classes due to quarantines for our teachers as per the guidelines of the CDC, state and county health officials.

The content area which was hit hard by loss of instructional time was reading in our elementary. We plan on adopting the Wonders curriculum in the elementary to better be able to track students and diagnose their reading problems.

To improve our teacher's ability to help in the area of reading and grammar, we will be training our teachers in the LETRS program through the state of Kansas program.

We also plan to address the many issues we have seen with social , emotional learning by joining in with the Fastbridge program. We have added outside help for mental health and this program will help us in addressing some of the issues that we need to look at in the social and emotional areas.

We also plan to continue repairing and replacing some of our air handling units to provide better air quality in certain areas which are used to isolate students and staff when needed for illness. This also will allow more fresh air into the buildings.

We have had to purchase more hardware in the form of laptop computers as well as smart boards for our teachers and software that has been used to help mitigate the loss of learning. We have found these tools to be effecting in allowing teachers to diversify instruction to cover those students who have fallen behind and yet still provide a challenging curriculum for those who are at or above grade level.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$625,681	\$0	\$625,681	ESSER III Allocations	\$125,137
Approved Total	\$582,981	\$0	\$582,981	Approved Total	\$190,948
Amount Left	\$42,700	\$0	\$42,700	Amount Still Needed	\$0
In Review Total	\$42,700	\$0	\$42,700	In Review Total	\$38,850
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
356-3-0014	Direct	True	2710	120	12	\$2,205	Task Force Review
356-3-0015	Direct	True	2710	220	12	\$165	Task Force Review
356-3-0016	Direct	True	2710	290	12	\$2	Task Force Review
356-3-0017	Direct	True	2710	290	12	\$78	Task Force Review
356-3-0018	Direct	True	1000	300	12	\$17,745	Task Force Review
356-3-0020	Direct	True	1000	110	12	\$17,315	Task Force Review
356-3-0021	Direct	True	1000	220	12	\$1,322	Task Force Review
356-3-0022	Direct	True	1000	290	12	\$18	Task Force Review
356-3-0023	Direct	False	1000	210	12	\$3,850	Task Force Review
356-3-0001	Direct	True	1000	110	12	\$86,943	Approved
356-3-0002	Direct	True	1000	220	12	\$6,651	Approved
356-3-0003	Direct	True	1000	290	12	\$108	Approved
356-3-0004	Direct	False	1000	115	15	\$3,460	Approved
356-3-0005	Direct	False	1000	220	15	\$265	Approved
356-3-0006	Direct	False	1000	290	15	\$5	Approved
356-3-0007	Direct	True	1000	644	12	\$75,690	Approved
356-3-0008	Direct	False	2600	680	7	\$4,000	Approved
356-3-0009	Direct	False	2600	723	14	\$175,881	Approved
356-3-0010	Direct	False	1000	650	9	\$208,422	Approved
356-3-0011	Direct	True	1000	110	12	\$20,000	Approved
356-3-0012	Direct	True	1000	220	12	\$1,530	Approved
356-3-0013	Direct	True	1000	290	12	\$26	Approved

Line Item Details

Line Item ID: 356-3-0014

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

E3- NonCert wages (BusDr)

Account Number

07-2710-120-708

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Wages for Bus Drivers to transport students to & from the Summer School sessions held for enhanced learning due to COVID 19 learning loss and disruptions of learning opportunities.

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	\$1,075
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Budgeted Expenditures in SFY 2024	\$1,130
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Total Expenditures	\$2,205
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Status

Task Force Review

Line Item ID: 356-3-0015

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

E3- ER SS/MC

Account Number

07-2710-220-708

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll costs of Social Security & Medicare taxes on Wages for Bus Drivers for transporting students to & from Summer Session being held for enhanced learning due to COVID 19 learning loss and disruptions of learning opportunities.

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	\$80
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Budgeted Expenditures in SFY 2024	\$85
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Total Expenditures	\$165
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Status

Task Force Review

Line Item ID: 356-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

E3- Unemployment

Account Number

07-2710-250-708

Function Code

2710 - Vehicle Operation

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll costs of Unemployment taxes on Wages for Bus Drivers for transporting students to & from Summer Session being held for enhanced learning due to COVID 19 learning loss and disruptions of learning opportunities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1
Budgeted Expenditures in SFY 2024	\$1
Total Expenditures	<u>\$2</u>

Status

Task Force Review

Line Item ID: 356-3-0017

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

E3- KPERS-WAR

Account Number

07-2710-290-708

Function Code

2710 - Vehicle Operation

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll costs of KPERS Working After Retirement costs on Wages for Bus Drivers for transporting students to & from Summer Session being held for enhanced learning due to COVID 19 learning loss and disruptions of learning opportunities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$39
Budgeted Expenditures in SFY 2024	\$39
Total Expenditures	<u>\$78</u>

Status

Task Force Review

Line Item ID: 356-3-0018

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

E3- Prof / Tech Services

Account Number

07-1000-300-708

Function Code

1000 - Instruction

Object Code300 - 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**

In order to create optimal educational experiences for our students trying to recover their individualized learning losses, the costs of professional development and training (registration fees and trainer expenses) to efficiently acquire knowledge of newly acquired curriculum, software, and for learning to better address social / emotional factors.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$13,545
Budgeted Expenditures in SFY 2024	\$4,200
Total Expenditures	<u>\$17,745</u>

Status

Task Force Review

Line Item Comment from KSDE

As per district: the professional development is better pinpoint variations in learning patterns in order to implement specified techniques for special ed and other struggling groups.

Line Item ID: 356-3-0020

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

E3- Cert Teacher Salaries

Account Number

07-1000-110-708

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

The additional Salary to teachers (outside of their contract days) to attend Inservice workshops for additional training to efficiently acquire the knowledge of new curriculum, software, and addressing social / emotional factors appropriately for creating optimal educational experiences for our students trying to recover their individualized learning losses. Also to meet with each other to co-ordinate planning and sharing - for same optimal educational experiences for our students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$945
Budgeted Expenditures in SFY 2023	\$11,070
Budgeted Expenditures in SFY 2024	\$5,300
Total Expenditures	<u>\$17,315</u>

Status

Task Force Review

Line Item Comment from KSDE

As per district: the in service workshops were focused on revisiting teaching methods to better suit students' individual learning patterns

Line Item ID: 356-3-0021

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

E3- ER SS/MC

Account Number

07-1000-220-708

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll costs of Social Security & Medicare taxes on the additional Salary to teachers (outside of their contract days) to attend Inservice workshops for additional training to efficiently acquire the knowledge of new curriculum, software, and addressing social / emotional factors appropriately for creating optimal educational experiences for our students trying to recover their individualized learning losses. Also to meet with each other to co-ordinate planning and sharing - for same optimal educational experiences for our students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$71
Budgeted Expenditures in SFY 2023	\$847
Budgeted Expenditures in SFY 2024	\$404
Total Expenditures	<u>\$1,322</u>

Status

Task Force Review

Line Item ID: 356-3-0022

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

E3- Unemployment

Account Number

07-1000-250-708

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll costs of Unemployment taxes on the additional Salary to teachers (outside of their contract days) to attend Inservice workshops for additional training to efficiently acquire the knowledge of new curriculum, software, and addressing social / emotional factors appropriately for creating optimal educational experiences for our students trying to recover their individualized learning losses. Also to meet with each other to co-ordinate planning and sharing - for same optimal educational experiences for our students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1
Budgeted Expenditures in SFY 2023	\$12
Budgeted Expenditures in SFY 2024	\$5
Total Expenditures	\$18

Status

Task Force Review

Line Item ID: 356-3-0023

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

E3- EE Insur Benefit

Account Number

07-1000-210-708

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

Payroll Costs of Employer Paid Fringe benefit due to participation in our Group Health Insurance plan for the one teacher who is teaching to lower elementary class size to address the learning loss due to COVID 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,060
Budgeted Expenditures in SFY 2024	\$790
Total Expenditures	\$3,850

Status

Task Force Review

Line Item ID: 356-3-0001

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

E3-Cert Teacher Salaries

Account Number

07-1000-110-708

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for additional staff to lower elementary class size to address the learning loss due to COVID 19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$38,000**Budgeted Expenditures in SFY 2023** \$43,840**Budgeted Expenditures in SFY 2024** \$5,103**Total Expenditures** \$86,943**Status**

Approved

Line Item ID: 356-3-0002

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

E3-ER SS/MC

Account Number

07-1000-220-708

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll costs of Social Security & Medicare taxes on Salary for additional staff to lower elementary class size to address the learning loss due to COVID 19.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$2,907**Budgeted Expenditures in SFY 2023** \$3,354**Budgeted Expenditures in SFY 2024** \$390**Total Expenditures** \$6,651**Status**

Approved

Line Item ID: 356-3-0003

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

E3- Unemployment

Account Number

07-1000-250-708

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll costs of Unemployment taxes on Salary for additional staff to lower elementary class size to address the learning loss due to COVID 19 (not included in original application).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$45
Budgeted Expenditures in SFY 2023	\$56
Budgeted Expenditures in SFY 2024	\$7
Total Expenditures	<u>\$108</u>

Status

Approved

Line Item ID: 356-3-0004

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

E3 Sub Tchr wages

Account Number

07-1000-115-708

Function Code

1000 - Instruction

Object Code

115 - Temporary Certified Substitutes' Salaries for Certified Staff

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

Wages for Substitute Teachers covering classrooms of teachers gone due to COVID quarantine scenarios or for teachers gone for training for addressing COVID issues.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$610
Budgeted Expenditures in SFY 2023	\$2,850
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,460</u>

Status

Approved

Line Item ID: 356-3-0005

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

E3-ER SS/MC

Account Number

07-1000-220-708

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll costs of Social Security & Medicare taxes on wages of Substitute Teachers covering classrooms of teachers gone due to COVID quarantine scenarios or for teachers gone for training for addressing COVID issues.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$47
Budgeted Expenditures in SFY 2023	\$218
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$265</u>

Status

Approved

Line Item ID: 356-3-0006

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

E3- ER Unemployment

Account Number

07-1000-250-708

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

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

Payroll costs of Unemployment taxes on Wages for Substitute Teachers covering classrooms of teachers gone due to COVID quarantine scenarios or for teachers gone for training for addressing COVID issues.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1
Budgeted Expenditures in SFY 2023	\$4
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5</u>

Status

Approved

Line Item ID: 356-3-0007

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

E3-Textbooks

Account Number

07-1000-644-708

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

To address learning loss due to COVID19, purchasing Boardworks interactive software for all curriculum, Wonders curriculum for reading, LETRS program for reading & grammar, and Fastbridge program for socio emotional needs. Renewals for programs as they prove their worthiness in addressing learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20,690
Budgeted Expenditures in SFY 2023	\$55,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$75,690</u>

Status

Approved

Line Item ID: 356-3-0008

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

E3-Cleaning Supplies

Account Number

07-2600-680-708

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

680 - Miscellaneous Supplies

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 supplies for extra cleaning practices to help mitigate the spread of germs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$4,000</u>

Status

Approved

Line Item ID: 356-3-0009

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

E3 Equipment & Furniture

Account Number

07-2600-700-708

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

723 - Heating and Cooling System

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Replacing outdated HVAC units of High School Auditorium and Locker Rooms for classes held there - for better air quality and air flow to prevent spread of COVID.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30,000
Budgeted Expenditures in SFY 2024	\$145,881
Total Expenditures	<u>\$175,881</u>

Status

Approved

Line Item ID: 356-3-0010

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

E3- Technology Supplies

Account Number

07-1000-650-708

Function Code

1000 - Instruction

Object Code

650 - Supplies-Technology Related

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

To update and replace Chromebooks and SmartBoards for students and teacher usage for additional lessons through curriculum software as needed in addressing learning loss and potential remote learning scenarios.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$151,900
Budgeted Expenditures in SFY 2024	\$56,522
Total Expenditures	<u>\$208,422</u>

Status

Approved

Line Item ID: 356-3-0011

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

E3-Cert Teacher Salaries

Account Number

07-1000-110-708

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for additional summer session(s) for enhanced learning due to COVID 19 learning loss and disruptions of learning opportunities.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Approved

Line Item ID: 356-3-0012

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

E3-ER SS/MC

Account Number

07-1000-220-708

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll costs of Social Security & Medicare taxes on Salary for additional summer session(s) for enhanced learning due to COVID 19 learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$765**Budgeted Expenditures in SFY 2024** \$765**Total Expenditures** \$1,530**Status**

Approved

Line Item ID: 356-3-0013

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

E3-Unemployment

Account Number

07-1000-250-708

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Payroll costs of Unemployment taxes on Salary for additional summer session(s) for enhanced learning due to COVID 19 learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$13
Budgeted Expenditures in SFY 2024	\$13
Total Expenditures	<u>\$26</u>

Status

Approved

ESSER III APPLICATION FOR D0413

Status
Approved

KSDE Application Comments

Please add final desired line to application and resubmit. Your reviewer will reach out to you at that time. Thank you
Stakeholder input - What information came out of coffee with Kellen? How else have families had the opportunity to provide input? Tribes - data provided to KSDE indicates 10 students who self-identify as Native American. The Special Education Co-op is not a Civil Rights Organization. How did you reach out to underserved student groups who did not want to speak at a public meeting? Our data indicates 18.5% SWD's, EL, and migrant students. What other ways did the district use to engage the community in the development of the ESSER III plan. Refer to the Tool Kit
https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Chanute Public Schools	321 E. Main, Chanute, KS 66720	321 E. Main, Chanute, KS 66720
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Kellen Adams	adamsk@usd413.org	(620) 432-2500

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Matt Koester	Assistant Superintendent	koesterm@usd413.org	(620) 432-2500

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.usd413.org/page/returntoclassroom>

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 Chanute Public School District began the 2020 school year in session and with 2 different remote options. 1 option was fully remote through a virtual curriculum while the other option was remote through zoom. The district did not miss any days of school directly related to COVID. Generally, the district operated normally while implementing new procedures due to COVID.

The biggest notice of learning loss using KAP data in Math and Reading. KAP ELA showed an increase from 30.4 % to 31.9% in 2021 for students in the level 1 category. During the same timeframe, there was an increase from 33.4% to 36.27% in the level 2 category. This means that both of the bottom 2 categories on KAP have increased, taking students out of the top 2 categories. Students with disabilities saw an increase in ELA from 58.86% to 62.27% level 1, and a decrease from 22.78% to 22.15% in level 2. Students in poverty saw an increase in ELA from 38.79% to 41.14% in level 1 and from 32.75% to 38.51% in level 2.

KAP Math showed an increase from 33% to 37.59% in 2021 for students in the level 1 category. During the same timeframe, there was an increase from 40.55% to 41.34% in the level 2 category. This means that both of the bottom 2 categories on KAP have increased, taking students out of the top 2 categories. Students with disabilities saw an increase in Math from 62.65% to 65.47% level 1, and a decrease from 24.68% to 22.02% in level 2. Students in poverty saw an increase in Math from 39.48% to 46.65% in level 1 and a decrease from 42.22% to 39.23% in level 2.

The district did take steps to address social-emotional issues specifically through the hiring of a mental health liaison. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year with the exception of the impact on kids from social distancing. The social distancing had a huge negative impact on our younger learners as validated by anecdotal evidence from primary teachers.

We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We attribute our student success and our ability to remain open last year to following this guidance and we will continue to do so. All funds expended in ESSER III will be reviewed by our local education service center and KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

The superintendent of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER 3 plan and to receive the feedback. When students were asked about their thoughts and ideas that should be included in the plan, they stated that they were satisfied with the ideas discussed. Students across the entire district were asked to complete a short survey to gather information from their perspectives. The data from that survey indicated that the top 4 choices of students were the following- Mental health supports, instructional resources, extra-curricular opportunities, and facility upgrades for student health. Our ESSER plan takes these recommendations into consideration and their needs or ideas in the plan, specifically the updates to facilities for student health concerns and mental health supports.

Families

The district conducted a community meeting to review the ESSER 3 plan on November 1, 2021 and on December 6th, 2021. There were no community or organizational members who spoke at either meeting. The superintendent has also held coffee with Kellen to engage the community each month beginning in October. We also held 7 different budget meetings for both staff and community members. At each of these meetings, ESSER was discussed and the needs of the district related to the budget discussions. At both the coffee with Kellen and the budget meetings, the stakeholders were made aware of our ESSER plans and had the opportunity for providing suggestions. Along with these face-to-face meetings, we also sent a survey to all families in our system. This survey indicated that the top priorities for our families fell in 3 areas- behavioral support, academic intervention, and mental health services. Our ESSER plan takes these recommendations into consideration and their needs or ideas in the plan.

School and District Administrators including Special Education Administration

Being a school district with 1800 students, all administrators (11) had a hand in developing the ESSER 3 plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative 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

The school district worked directly with our school district bargaining unit to address funding needs and to ensure they met the needs of students, community, and staff. The district also collaborated with classified to ensure ESSER 3 was considered to address their willingness to work for the district during this time of a national pandemic.

- 1.) Discussion of the incentive/premium pay at the IBB Negotiations table.
- 2.) The increase of the summer learning, before/after school, and PD pay at the IBB table;
- 3.) Potential increases to substitute pay and/or additional people to combat the shortage.

Tribes

We have 10 students who are connected to a tribe in some way. Through a survey sent to all students, staff, and families within our system, we had 8 returns that indicated they were tribe members. The needs they expressed through the survey were after school tutoring, mental health services, and behavioral support and interventions. Our ESSER plan takes these recommendations into consideration and their needs or ideas in the plan.

Civil Rights Organization including Disability Rights Organizations

Through our survey sent to all stakeholders, we did not have a single person indicate that they were affiliated with a civil rights organization. Because of this, we reached out to both the ACLU of Kansas and the NAACP of Kansas to inquire if they had any suggestions for needs in our area. The response from the ACLU, "We cannot comment on how to spend these funds specifically, but certainly there are resources to ensure that your staff is trained and informed about serving all students, and especially those in need. You may consider looking at ACLU's Know Your Rights (<https://www.aclu.org/know-your-rights/>) and the Learning for Justice resources geared specifically for educators (<https://www.learningforjustice.org/>)" We will be adding these resources to our website to ensure that we have the resources available for our stakeholders.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We worked closely with our local special education cooperative as well as our local education service agency, both who work actively to support students with disabilities to ensure our plans meet the needs of all students. We believe that all demographics of students are in need of the same resources within our district. The students who are identified as homeless are those who usually live with a relative. Though we held an open meeting to garner input from these and other stakeholders and had no one speak. Because we did not have any input at the open meetings we also sent a survey to all stakeholders. Of the respondents who indicated they were in a subgroup listed in the question or a parent of a student in a subgroup, the overwhelming top priorities were- staff support for academic interventions, behavioral support, and mental health support. We are addressing each one of these areas in our ESSER plan.

Provide the public the opportunity to provide input and take such input into account

The district conducted a community meeting to review the ESSER 3 plan on November 1, 2021, December 6th, 2021. There were no community or organizational members who spoke during these meetings even though there were several in the audience. We also held 7 different public budget meetings where ESSER was part of the discussion. After each meeting there were stories published in the local newspaper with summaries of both the content of the presentation as well as the questions from community members. We believe our ESSER plan takes all the recommendations from these meetings into consideration as allowed by federal guidelines. Once our plan is approved, we will be informing our community of our upcoming expenditures related to the plan itself.

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 Chanutte Public School District began the 2020 school year in session and with 2 different remote options. 1 option was fully remote through a virtual curriculum while the other option was remote through zoom. The district did not miss any days of school directly related to COVID. Generally, the district operated normally while implementing new procedures due to COVID.

The biggest notice of learning loss using KAP data in Math and Reading. KAP ELA showed an increase from 30.4 % to 31.9% in 2021 for students in the level 1 category. During the same timeframe, there was an increase from 33.4% to 36.27% in the level 2 category. This means that both of the bottom 2 categories on KAP have increased, taking students out of the top 2 categories. Students with disabilities saw an increase in ELA from 58.86% to 62.27% level 1, and a decrease from 22.78% to 22.15% in level 2. Students in poverty saw an increase in ELA from 38.79% to 41.14% in level 1 and from 32.75% to 38.51% in level 2.

KAP Math showed an increase from 33% to 37.59% in 2021 for students in the level 1 category. During the same timeframe, there was an increase from 40.55% to 41.34% in the level 2 category. This means that both of the bottom 2 categories on KAP have increased, taking students out of the top 2 categories. Students with disabilities saw an increase in Math from 62.65% to 65.47% level 1, and a decrease from 24.68% to 22.02% in level 2. Students in poverty saw an increase in Math from 39.48% to 46.65% in level 1 and a decrease from 42.22% to 39.23% in level 2.

The district did take steps to address social-emotional issues specifically through the hiring of a mental health liaison. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year with the exception of the impact on kids from social distancing. The social distancing had a huge negative impact on our younger learners as validated by anecdotal evidence from primary teachers.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Implement enrichment programs and credit recovery services; Provide research based professional learning opportunities and supports for staff ;

The school district utilized a lot of funds to address learning loss in ESSER II funding. In ESSER III the district proposes to continue to address professional learning and support through the local service center and the hiring of new staff members to improve instructional resources for teachers. The district will also continue to enhance its summer school program through ESSER III funding. USD 413 is planning to hire social/emotional learning coaches to address the needs of students and staff caused due to the pandemic. We believe this cost is associated with learning loss as the increased needs of social emotional learning is impacting the students' ability to learn in ELA and Math.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

HVAC Replacement- This project qualifies under ESSER II allowable use #14 which states "Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities. 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 in accordance with ASHRAE 62.1. This project will address the need created by the pandemic to provide increased ventilation air in our facilities and to mitigate the spread of the virus creating a safer environment for staff, students and patrons.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and community. The focus of our planning and the reason for collaborating with such a diverse group, was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$4,025,908	\$0	\$4,025,908	ESSER III Allocations	\$805,182
Approved Total	\$3,185,908	\$0	\$3,185,908	Approved Total	\$140,000
Amount Left	\$840,000	\$0	\$840,000	Amount Still Needed	\$665,182
In Review Total	\$840,000	\$0	\$840,000	In Review Total	\$700,000
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
413-3-0005	Direct	False	2122	110	12	\$140,000	Task Force Review
413-3-0006	Direct	True	1000	600	12	\$188,000	Task Force Review
413-3-0007	Direct	True	1000	110	11A	\$110,000	Task Force Review
413-3-0008	Direct	True	1000	200	11A	\$10,000	Task Force Review
413-3-0009	Direct	True	2210	110	12	\$192,000	Task Force Review
413-3-0010	Direct	True	1000	120	11A	\$80,000	Task Force Review
413-3-0011	Direct	True	1000	110	11B	\$80,000	Task Force Review
413-3-0012	Direct	True	1000	120	11B	\$40,000	Task Force Review
413-3-0002	Direct	True	1000	110	12	\$140,000	Approved
413-3-0004	Direct	False	4700	723	14	\$3,045,908	Approved

Line Item Details

Line Item ID: 413-3-0005

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

SECD Learning Loss

Account Number

38560

Function Code

2122 - Counseling Services

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to the lack of dedicated SECD structured time in school, we need to address social and emotional skills and curriculum implementation, both with students and staff. The teachers will learn to embed social emotional skills lessons in the general education setting. The lack of capacity to be able to teach social skills is creating classroom behaviors and truancy issues. To address this, we will be adding coaches (counselors) at the secondary level. The focus will be to address students whose social and emotional needs were impacted by the pandemic. This is one staff member for the next 2 years, including fringe benefits.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$70,000
Budgeted Expenditures in SFY 2024	\$70,000
Total Expenditures	<u>\$140,000</u>

Status

Task Force Review

Line Item ID: 413-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Curriculum/supplies learning loss

Account Number

38590

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

These expenditures will provide supplies and materials for after school and summer school programs as well as provide curriculum within the school as stated here. "instructional materials from Learning Without Tears" (LWT). Materials that specifically target writing and handwriting skills. Administration and staff at Chanute Elementary School believe that this skill was weakened, and in many cases, lost due to Covid interruptions over the last 2+ years. These materials are designed to incorporate the research of handwriting and how it applies to improving reading and writing skills that potentially carry over to success in later grade." Materials covered will be really great reading materials to be used in reading interventions for kids who are below grade level as well as after school programs. It will also include materials for Learning without Tears as stated above.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100,000
Budgeted Expenditures in SFY 2024	\$88,000
Total Expenditures	\$188,000

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 413-3-0007

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

Learning Loss summer school

Account Number

38610

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

Increased number of students in summer school due to the learning loss over the last 2 years of Covid has created the need for more staff to provide services. This will cover an additional 5-7 staff members to create smaller and more targeted classes.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$30,000
------------------------------------------	----------

Budgeted Expenditures in SFY 2023	\$40,000
------------------------------------------	----------

Budgeted Expenditures in SFY 2024	\$40,000
------------------------------------------	----------

Total Expenditures	<u>\$110,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 413-3-0008

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

Learning Loss Summer School Certified Benefits

Account Number

38621

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Benefits for certified staff during summer school.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$2,000
------------------------------------------	---------

Budgeted Expenditures in SFY 2023	\$6,000
------------------------------------------	---------

Budgeted Expenditures in SFY 2024	\$2,000
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Total Expenditures	<u>\$10,000</u>
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Status

Task Force Review

Line Item ID: 413-3-0009

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

Facilitators Learning Loss Payroll

Account Number

38600

Function Code

2210 - Improvement of Instruction Services

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

To assist teachers in the development and implementation of instruction in math and reading, the new instructional facilitators will help to build consistency and alignment using teaching tools intentionally designed to strengthen teacher effectiveness and improve student outcomes. The proper implementation of current programs will increase the effectiveness of core instruction which will help to better identify students in need of tiered supports and more effectively address the learning losses that occurred. This amount will pay for 2 positions through Greenbush Service Center for the facilitators. 1 facilitator at K-5 and 1 facilitator at 6-12. Due to staffing shortages this was the best option available.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$96,000
Budgeted Expenditures in SFY 2024	\$96,000
Total Expenditures	\$192,000

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 413-3-0010

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 NameLearning Loss Summer School
Classified Salary**Account Number**

38630

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

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**

The increased number of students in need of summer-school programs due to the learning loss over the last 2 years of Covid has created the need for increased summer-school programs in our system. This expenditure will provide for 10-12 classified staff to meet this need.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40,000
Budgeted Expenditures in SFY 2024	\$40,000
Total Expenditures	<u>\$80,000</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 413-3-0011

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

Learning Loss After School Certified Salary

Account Number

38640

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

Increased number of students in need of after school programs due to the learning loss over the last 2 years of Covid has created the need for after school programs in our system. The after school program will be offered 5 days a week plus an extra 3 hours once a month during early release. The number of staff will vary depending on the amount of students but will range from 5-7 each day.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40,000
Budgeted Expenditures in SFY 2024	\$40,000
Total Expenditures	<u>\$80,000</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 413-3-0012

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

Learning Loss After School Classified Salary

Account Number

38650

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

The increased number of students in need of after-school programs due to the learning loss over the last 2 years of Covid has created the need for after-school programs in our system. This expenditure will provide for classified staff to meet this need. The after school program will be offered 5 days a week plus an extra 3 hours once a month during early release. The number of staff will vary depending on the amount of students but will range from 5-7 each day.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$20,000
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Budgeted Expenditures in SFY 2024	\$20,000
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Total Expenditures	<u>\$40,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 413-3-0002

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

Interventionist Learning Loss

Account Number

38570

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

Lost class time in the spring of 2020 as well as the 2020-21 school year, have resulted in more students needing interventions for core subjects. The new reading specialist will be available all day in the high school to provide both the space as well as the targeted instruction needed for students who need to recover credits and need specific reading-based interventions in current classes.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$70,000
Budgeted Expenditures in SFY 2023	\$70,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$140,000</u>

Status

Approved

Line Item Comment from KSDE

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. 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>

Line Item ID: 413-3-0004

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

HVAC Replacement

Account Number

38540

Function Code

4700 - Building Improvements

Object Code

723 - Heating and Cooling System

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

"HVAC replacement at Chanute High School and Chanute Elementary School- This project qualifies under ESSER allowable use #14 which states ;Inspection,testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities. 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 in accordance with ASHRAE 62.1. This project will address the need created by the pandemic to provide increased ventilation air in our facilities and to mitigate the spread of the virus creating a safer environment for staff, students and patrons."

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,045,908
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$3,045,908

Status

Approved

Line Item Comment from KSDE

Allowable if CDC guidelines are met. Capital Improvement documentation required.

ESSER III APPLICATION FOR D0466

Status
Approved

KSDE Application Comments

Stakeholder Feedback - 5/11/2022

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 - Which of the subgroups did the 14% represent?

Toolkit Link - https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

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>
Scott County	704 S. College, Scott City, KS 67871	704 S. College, Scott City, KS 67871
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jamie Rumford	jrumford@usd466.org	(620) 872-7600

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jamie Rumford	Superintendent	jrumford@usd466.org	(620) 872-7600

Other District Representative 1 - Name

Deneen Wolfe

Other District Representative 1 - E-mail Address

dwolfe@usd466.org

Other District Representative 2 - Name

Courtney McEachern

Other District Representative 2 - E-mail Address

cmceachern@usd466.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.usd466.com/vimages/shared/vnews/stories/60cd0328cebbb/ESSER%20III-District%20Plan%20For%20Safe%20Return%20To%20In-person%20Instruction%20-%20August%2016,%202021.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?

In terms of prevention and mitigation strategies, ESSER III funds will largely be used to make improvements with building air units in our high school and elementary school. The high school was building in 1931, and had its latest renovation in 2005. During the last renovation, it was decided to cut back on costs by relying on the use of window opening to bring in outside air. In 2002 (the year the design was established), this met the minimum standard for building codes. Today, this does not meet the updated standards. In reality, our staff will rarely open windows to allow outside air in because temperatures outside typically do not match the desired temperatures inside. During the pandemic, no matter the measures we used with social distancing and masking, we continuously recycled air that likely contained a heavy viral load and kept COVID-19 circulating in our buildings.

Similarly, our elementary school was built in 1987, and no upgrades have been made to air units to improve air quality to the standards currently set. Improvements to units will help us circulate and filter out air with heavy viral loads to limit the spread of disease.

Previous ESSER funds helped us implement CDC guidance regarding social distance practices, masking, and sanitation supplies and equipment. We still have many of the supplies previously purchased on hand, and have allotted a portion of ESSER II funds to continue with these supplies. The combination of improved air quality created by upgrading air units and the ability to social distance, mask our clientele, and sanitize will create an environment where we can operate our buildings for in-person learning safely and effectively.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Our data shows some of our students experienced learning loss throughout the response to the pandemic. This was evident in FastBridge assessment and coursework completion. Attendance rates declined with quarantines, and this had a negative impact on academic performance as well. Summer school was the initial response, but attendance started to wane the second year we offered it. Our experience of implementing intervention practices during the school year has been most effective, and this is the direction we have taken to address learning loss. The elementary school already had intervention practices in place, so the funds will address new practices in the middle and high schools.

Students were engaged in a district survey, and they made up 3% of our responses. Students leaders were engaged in a district survey and through their representation on the high school building site council. This building site council discussed our district's approach to COVID mitigation strategies, and the recovery process following the reopening of school. Feedback from the student leaders was provided, and their conversation reflected the response on the survey.

Survey and conversation feedback from students was supportive of the initiatives our district is considering. In particular, students responded positively to our plan for intervention practices and staff, feeling we need to provide more staff with adequate time to help with academic recovery. Students also feel it is very important for us to provide the ability to connect away from school with quality technology devices and adequate connections to internet. Social-emotional practices ranked high with our students as well, in terms of providing resources for staff and consistent practices in our buildings. They ranked plans to upgrade air quality lowest in their feedback.

Families

Families were engaged in the district survey, representing nearly 60% of our responses. Their feedback was positive in all options presented to them, and some suggestions were made that our district will consider with funds from our regular yearly budget. A breakdown of their responses are:

Learning Opportunities: We received strong support in adding staff and improving resources for learning opportunities to attack learning loss from the past two years. Summer school had the least support, although a few comments were made stating the importance for some families.

Technology: Support for all areas was consistent. Suggestions to use funds to increase internet speed in our community and making sure we use a common platform to communicate to homes were made. Most families support the 1:1 device initiative we implemented district-wide to support students forced to be at home.

Social/Emotional Learning: All feedback supports the initiatives we have in place to support SEL with training teaching staff in Trauma/Resiliency and providing counseling supports to address student needs.

Personnel: All feedback was positive for using funds to provide intervention staff, staff for special populations, and to retain our current staff. Commentary was given to suggest using funds for retention of our quality staff to prevent their departure caused by stress associated with teaching during the pandemic. Other commentary suggested adding an SRO to our staff, and the district will consider this idea with other funds available to us with our regular yearly budget.

Operations and Facilities: The two options our district has considered are cleaning/sanitation equipment and supplies, and improving our air quality with upgrades to building units. There was more support for cleaning/sanitation equipment and supplies, but families were unaware that we have used ESSER II to take care of that. Strong support was also there for improving our air quality. Other suggestions were to add playground space for our 6-8 students. The district will consider that with Capital Outlay plans. Also, it was suggested to NOT use funds for athletic improvements, and there are no intentions to do that.

School and District Administrators including Special Education Administration

District administration was deeply involved in providing options and supporting information for ways ESSER funds could be used, based upon ESSER III guidelines. We considered the use of ESSER I and II, and evaluated the effectiveness of the implementation of those plans. Our findings concluded that:

1. The staff we added for intervention had a more effecting influence on students' academic recovery than summer school.
2. We need to enhance interventions with better resources in Tiers 1, 2, and 3.
3. We need to continue to keep social/emotion learning a priority, and provide consistency throughout all buildings for student success to happen.
4. Our indoor air quality has to improve before all other measure will be effective.

This evaluation of fund use and its effectiveness led to the options provided with ESSER III funds, although feedback from stakeholders was asked in terms of the use of all ESSER funds, including I, II, and III. The input from all stakeholders created the path for moving forward with the committing ESSER III funds to:

1. Hiring intervention instructional staff and supporting the implementation of new resources.
3. Purchasing social-emotional supports and programs that create consistent practices district-wide.
4. Purchasing air quality equipment to assure the learning environment is safe for in-person learning.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

School staff made up nearly 52% of our survey participants. In our small community, most of our teachers are parents too, their responses are very consistent with that of Families.

Staff are consistently engaged in grade level or department collaboration times, as well as professional learning communities. Quality feedback regarding intervention strategies and processes was shared, and this drove our planning and evaluation of the idea of adding intervention staff with supporting resources.

Our staff also has passion for increasing our efforts within the social-emotional supports needed for students. Their support created an opportunity for us to commit to a district-wide resiliency plan, with more than ten being trained to lead our efforts for consistency and fidelity.

Well before the pandemic, staff had shared concerns that our air quality in buildings may be inadequate, particularly at the elementary and high schools. The IAQ assessment verified their concerns, and they are supportive of all efforts to make improvements.

Our teachers' association (Scott City Teachers' Association - SCTA) was given the opportunity to respond to our survey and were a part of building discussions on the plan. SCTA was also engaged in the decision to use funds for retention purposes. Teachers associated with SCTA inquired about the use of funds for their personal classrooms and departments. Most of the requests will be granted with the use of our regular yearly budget.

Tribes

In USD 466, 3.84% of our students identify as Native American, but only one survey response indicated they are connected to a tribal group. This respondent also identified their connection to our district as a parent of a student. Their input was consistent with input from families in that it was supportive of academic recovery and prevention of future outbreaks with air quality improvements.

We researched our community to see if we could find points of contact for tribal groups by contacting the local Chamber of Commerce, the Economic Development office, and the mayor. All indicated our small, western Kansas community does not have a tribal group representation.

Civil Rights Organization including Disability Rights Organizations

No responses in our survey identified as being associated with a Civil Rights or Disability Rights Organizations. Efforts were made to gather input from the ACLU, Kansas Action for Children, and the Kansas Disability Resources and Advocacy Organization. No response has been returned.

14% of our responses came from parents representing their individual students with disabilities or other At-Risk factors. Their responses showed most support for the use of funds in our targeted areas of academic recovery and social-emotional learning. Our plans to improve intervention approaches and provide staff are very popular with this group. Social-emotional ideas were supported in terms of training staff district-wide and assuring our counseling staff are supported with training. They also responded with high support for teacher retention approaches to assure we have sufficient numbers and quality staff available to students.

Technology and prevention measures to prevent future issues with contagious disease were responded to with less support than those providing individual assistance to their students. This group of responders also shared the need for a school resource officer to be employed. The district is considering this idea with the use of other funds.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

14% of our responders represented students in At-Risk categories including students with disabilities, English language learners, homeless students, students in foster care, and migrant students. Students in these categories have been the focus of our intervention process during the school year, and are benefitting from the practices implemented. Their responses support the district plans to address academic recovery, social-emotional supports, and personnel.

Air quality improvements to prevent future spread of contagious disease and Technology ideas had the least support from this group, but it was acknowledged to be an issue to address.

Provide the public the opportunity to provide input and take such input into account

Responders to our survey had to option to select how they are associated to our district. Nearly 90% of them selected "None - Prefer not to answer." In our small community, a lot of people are tied to the school in some way. We feel our public was represented in the survey responses we collected.

Also, the use of the funds has been discussed extensively at board of education meetings, and board members are representative of our community. Community members have access to the board agendas and know the conversations we will have. They then have the opportunity to address the board at meetings or individually. Conversations with board members during our board meetings support the approaches we plan to take with ESSER funds.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The district's number of positive cases reported to us was just under 11% of students and staff. Our district has approximately 950 students and 150 staff members, so 11% reflects approximately 120 people. Although this seems relatively small, many more students were in quarantine at any given time. We also speculate many more were positive but did not get tested.

Although students were able to access instruction from home when in quarantine, staff were not able to be accessed as easily. This caused us to hire a lot of substitute teachers, and our costs in this area grew tremendously from previous years. In 2021, we had to supplement our budget for substitute teachers \$59,000. In 2022, we are \$30,000 over our budget with one month of school left in the year.

Learning loss was reflected on our assessments. The KAP dropped slightly in Levels 3 and 4, and increased in Levels 1 and 2. The district implemented FastBridge in the middle of the recovery, so comparing to previous scores is not available. Our results in FastBridge assessments has stayed fairly steady the past two years.

ESSER funds have made it possible for us to add At-Risk staff, and we are now able to intervene when students struggle in the middle and high school. This has helped us move forward with adequate intervention strategies in all grade levels. In particular, our middle school and high school now have the staff they need and have adjusted their schedules to provide intervention opportunities.

One unforeseen consequence was that our Free/Reduced numbers dropped due to the federal government providing free lunches. This cut At-Risk funding for us, so ESSER funds helped us stay on pace with implementing learning loss strategies.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Academically, USD 466 saw a drop in assessment scores from the state assessments during the 2020-21 school year, and we anticipate our FastBridge scores are lower than they will be after a year or two of implementing the recovery plans. Efforts by staff to intervene instructionally, the addition of intervention staff in the middle and high schools with ESSER funds, and summer school for the past two summers have all played into an effective recovery as test scores have begun to recover.

20.5% of ESSER III funds will go toward academic recovery in the form of intervention staff and supplies for intervention (software, resources, etc.) Our biggest impact comes from intervention during the school year, so we decided not to continue with summer school in the summer of 2022.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The remaining 77.4% of the funds will go to improvements in HVAC systems in Scott City Elementary School and Scott Community High School. Each building will receive upgrades to their systems to meet more than the minimum measures of indoor air quality pertaining to the spread of air-borne diseases. These buildings were built or renovated at a time when the minimum code requirements did not address air borne transmission of illness to the levels they are today. Both buildings underwent IAQ assessments, and it was found that our air quality was less than set standards for preventing the spread of air-borne diseases. Had this been in place before COVID, we anticipate our number of sick and quarantined students and staff would have been less than we experienced. We also anticipate seeing benefits preventing other types of illness, including influenza. These improvements are intended to assure our district will remain open to in-person learning.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our use of the ESSER funds is directly related to our process of intervention in all buildings. Within KESA, we had begun to outline our intervention process in the middle and high schools (elementary was already in place) by deciding upon the assessment pieces, determining how to evaluate data with teachers (setting time and deciding upon content), and preparing proper intervention lessons. Our assessment and intervention practices cover all students in reading skills, math skills, and social-emotional needs, and all students who perform below level will receive a level of intervention to meet their need.

These funds help provide the staff necessary to fully implement our plan and work with students who have struggled with learning loss or are behind grade level with their skills. With three years of funding for staff, ESSER is providing our district the ability to begin a process that should be sustainable for many years to come.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,153,402	\$0	\$1,153,402	ESSER III Allocations	\$230,681
Approved Total	\$260,666	\$0	\$260,666	Approved Total	\$235,666
Amount Left	\$892,736	\$0	\$892,736	Amount Still Needed	\$0
In Review Total	\$892,736	\$0	\$892,736	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
466-3-0008	Direct	False	2600	700	13	\$180,876	Task Force Review
466-3-0009	Direct	False	2600	700	13	\$711,860	Task Force Review
466-3-0010	Direct	False	1000	110	16	\$25,000	Approved
466-3-0001	Direct	True	1000	110	12	\$57,200	Approved
466-3-0002	Direct	True	1000	110	12	\$57,200	Approved
466-3-0003	Direct	True	1000	120	12	\$12,750	Approved
466-3-0004	Direct	True	1000	120	12	\$12,750	Approved
466-3-0005	Direct	True	1000	110	12	\$61,000	Approved
466-3-0006	Direct	True	1000	110	12	\$13,000	Approved
466-3-0007	Direct	True	2120	320	10	\$21,766	Approved

Line Item Details

Line Item ID: 466-3-0008

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

HVAC System ES

Account Number

82962

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

700 - PROPERTY

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Costs associated with improving the indoor air quality in Scott City Elementary School. These costs include ventilation and equipment to bring our buildings up to code for provide clean, filtered air. This will reduce or prevent the spread of air borne disease.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$180,876
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$180,876</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met.

Line Item ID: 466-3-0009

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

HVAC System HS

Account Number

82960

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

700 - PROPERTY

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Costs associated with improving the indoor air quality in Scott Community High School. These costs include ventilation and equipment to bring our buildings up to code for provide clean, filtered air. This will reduce or prevent the spread of air borne disease.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$711,860
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$711,860</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met.

Line Item ID: 466-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Salaries Cert ES Esser III

Account Number

82870

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

Costs associated with retention pay to keep quality staff employed for the 2022-23 school year. All staff, certified and classified are receiving \$500 in March 2021 for work associated with maintaining a healthy environment during the pandemic and the extra steps taken to address learning loss for students. Another \$500 will be given to all staff, certified and classified, in August for retention of employment.

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

Approved

Line Item Comment from KSDE

Please provide specifics as to how many staff are receiving pay, how much etc.

Line Item ID: 466-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Salaries Cert HS Esser III

Account Number

82850

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for our At-Risk Teacher at SCMS to intervene with students experiencing learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$57,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$57,200**Status**

Approved

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0002

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

Salaries Cert MS Esser III

Account Number

82860

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for our At-Risk Teacher at SCHS to intervene with students experiencing learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$57,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$57,200**Status**

Approved

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Salaries Class MS Esser III

Account Number

82900

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for At-Risk para at SCMS to assist with intervention practices for students experiencing learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$12,750**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,750**Status**

Approved

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Salaries Class HS Esser III

Account Number

82890

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for At-Risk para at SCHS to assist with intervention practices for students experiencing learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$12,750**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,750**Status**

Approved

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Salaries Cert HS Esser III

Account Number

82850

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for our At-Risk Teacher at SCHS to intervene with students experiencing learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$61,000**Total Expenditures** \$61,000**Status**

Approved

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Salaries Class MS Esser III

Account Number

82900

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary for At-Risk para at SCMS to assist with intervention practices for students experiencing learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$13,000**Total Expenditures** \$13,000**Status**

Approved

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0007

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

Professional Services-Contract

Account Number

82940

Function Code

2120 - Guidance Services

Object Code

320 - Professional-Education Services

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Costs associated with implementing a district-wide social-emotional learning program. Costs include training on-staff trainers for longevity and additional professional development during the 2022-23 school year.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$21,766
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$21,766</u>
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Status

Approved

Line Item Comment from KSDE

Per applicant, "Our SEL program is called Trauma-Informed/Resiliency. It is provided by ESSDACK from Rebecca Lewis. This training bolstered the collective efficacy within staff to take on the journey of becoming trauma-informed in order to build resilience in each student. A commitment from staff was achieved to begin implementing a systems wide approach in 22/23 to address lagging social and emotional skills in students, decrease safety concerns, and increase building wide classroom management approaches."

ESSER III APPLICATION FOR D0503

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>
Parsons	2900 Southern, Parsons, KS 67357	Box 1056, Parsons, KS 673571056
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lori Ray	lray@vikingnet.net	(620) 421-5950

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lori Ray	Superintendent	lray@vikingnet.net	(620) 421-5950
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Tonya Phillips		tphillips@vikingnet.net	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Jeff Pegues		jpegues@vikingnet.net	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1504851/USD503_ESSERIII-DistrictPlanForSafeReturn.2.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Parsons District Schools plans to allocate ESSER III Relief funds to support students and staff in all areas including Health/Environment. We are working closely with the Kansas Department of Health and Environment, our county health department, KSDE, our local education service center, and neighboring school districts to remain up to date on guidance related to safely operating in-person learning.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we hosted focus groups with student councils at both the middle school and high school level. We then conducted a survey with all our middle school and high school students to gain their input. Their input helped determine the highest levels of need for pandemic related instruction and other support so that we could plan accordingly. The following supports/topics received the most interest from our students:
Summer enrichment activities, additional staff for academic and social emotional needs and upgrades to facilities to encourage participation and promote physical health and well being.
Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Families

We have worked closely with our families in developing our ESSER plan. We have conducted in person parent/community meetings and surveys. We had forty families complete their survey. This does not include current staff that are also parents, as their feedback was included in the staff survey. Through the surveys and conversations, the following suggestions garnered the most interest from our our parents:
Summer school, after school and enrichment opportunities for students, additional supports for students with behaviors and social emotional issues due to the pandemic and additional academic supports. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions from parents.

School and District Administrators including Special Education Administration

Our district administrative team meets weekly and collaborated regularly on the development of the ESSER III plan based on the needs of our student and staff populations both at the building and district level. Our district also receives special education services through Tri-County Interlocal 607 and has met with them monthly. These meetings have included a review of the survey and focus group data from the various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.
Addressing learning loss with a robust evidenced based summer school and after school program including enrichment opportunities needs to be offered. We also need to focus on additional supports for students with behaviors and social emotional issues due to the pandemic. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

We have worked closely in collaboration with multiple stakeholder groups including: teachers, principals, school leaders, other educators, staff, and our local PNEA organization.
District leadership hosted a conversation in each school during a Wednesday morning Professional Learning Communities time to discuss the ESSER III funding and listen to input. All groups were then sent a follow up survey to have the opportunity to provide feedback and additional suggestions for the district ESSER III plan.

Tribes

Our student management and information system indicates that we do not have students currently enrolled that are connected to tribes. Through our surveys we also had no one indicate that their family was native american or connected to a tribe. District leadership spoke with Chris Howell, Executive Director Native American Affairs for the Kansas Governor's office and he confirmed that he was not aware of any Native American/American Indian Tribes that reside in Labette County. While we did not hear back from anyone, we believe our plans of support will benefit all populations of our students.

Civil Rights Organization including Disability Rights Organizations

The district hosted an ESSER III informational meeting for civil rights organizations including disability rights organizations to share information about ESSER III and get input from the organizations regarding how to best meet the need of students as it relates to their civil rights . Specific invitations were sent (via email and phone call) to Mr. Bob Booker the Director of CLASS LTD and Ms. Shari Coatney the CEO of SKIL both organizations in Parsons. The meeting was then followed up with a survey asking for these specific groups to provide input regarding the ESER III plan and priorities. While we did not hear back from anyone, we believe once implemented, our plan of supports will benefit all populations of our students.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

The district offered an ESSER III informational meeting on April 20, 2022 to share information about ESSER III and receive input. This was open to all stakeholder groups. Special invitations were sent to our Youth Crisis Shelter, Successful Dreams, DCF contacts and contacts from the foster agencies KVC and TFI. The information night was followed up with an online survey asking for stakeholder groups to provide input regarding the ESSER III plan and priorities. While we did not hear back from anyone, we believe our plan of supports will benefit all populations of our students.

Provide the public the opportunity to provide input and take such input into account

The district offered a community ESSER III information meeting on April 20, 2022 to share the information about ESSER III. This was open to all the public. While only a handful attended the information night was followed up with an online survey giving the public the opportunity to provide input and offer feedback.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Covid-19 continues to have a direct and significant impact on the 1300 Prek-12 students in USD 503. School building closures during the spring 2020 and the significant numbers of quarantined students and remote learners during the 20-21 resulted in both academic & emotional learning loss for students. In the 21-22 school year remote services were discontinued with a small percentage of students participating in a virtual program. During the 21-21 school year 10-14 day quarantine protocols continued to compound the learning loss in both academics and social emotional areas for our students and staff. (Some students were quarantined multiple times resulting in an even larger impact.)

The school closures and quarantines clearly illustrated the disparity of resources our families had within their own homes to manage during a pandemic. Over 70% of our students are eligible for a free or reduced meal district wide and necessities became the focus for many families during this time.

Our current students' Fastbridge, MAP and DIBELS assessment data continues to show a gap between expected levels of performance and achievement for our students. Our intervention groups are larger based on need. Continuing to implement our after-school programs, summer school programs and high quality tier 2 and tier 3 interventions, at all levels Prek-12, will improve our achievement data and student outcomes. However, we recognize that the gap continues to exist and without these intentional and additional resources the gap will continue to grow.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

1. Parsons will provide after school and summer learning programs to include strong intervention programs, enrichment programs and credit recovery opportunities.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed For Quick Review, 77(6), 47-52. Retrieved from https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth:

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. Journal of Staff Development, 34(6), 46-49. Retrieved from <https://learningforward.org/docs/default-source/jsddecember-2013/browne346.pdf?sfvrsn=2>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed for Quick Review, 77(6), 47-52. Retrieved from <https://eric.ed.gov/?id=EJ978299> Full text available from <https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boostchildrens-learning.aspx>

Nastu, J. (2011). Early intervention and credit recovery programs are helping at-risk students succeed. eSN Special Report: Keeping students on a path to graduation. Retrieved from <http://Nastu.eschoolnews.com/2011/02/22/esn-special-reportkeeping-studentson-a-path> Oliver, K., Osborne, J., P

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American

Council for Online Learning. Retrieved from http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf

2. Parsons will continue to provide academic progress monitoring using Fastbridge, MAP, DIBELS. The district will use Panorama as a data warehousing platform to easily track student achievement and growth in order to make necessary changes in instruction and planning.

Veronica S. Smith, "Data Dashboard as Evaluation and Research Communications Tool," in Tarek Azzam and Stephanie Evergreen, eds. *Data Visualization, Part 2. New Directions for Evaluation* 140 (Winter, 2013), 21-45.

<http://onlinelibrary.wiley.com/doi/10.1002/ev.20072/abstract>

Hunter, Gerald P., Stephanie Williamson, Asa Wilks, Janet M. Hanley, and Brian M. Stecher, *Using Data to Support the Intensive Partnerships for Effective Teaching Initiative: Data Collection, Metric and Dashboard Creation, and Lessons Learned*. Santa Monica, CA: RAND Corporation, 2020. https://www.rand.org/pubs/research_reports/RR2917.html.

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021)

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

3. Parsons will use SEL Tier 1 Curriculum (Second Step and Core Project) in addition to social emotional screeners through FastBridge and Panorama. Screener data will help identify and monitor students that need additional social and emotional supports.

Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). *Social and emotional learning as a public health approach to education*. The Future of Children. Retrieved from <https://eric.ed.gov/?id=EJ1144819>

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, March). *Children Classified as Having an Emotional Disturbance intervention report: Second Step*. Retrieved from <http://whatworks.ed.gov>.

Frey, K., & Sylvester, L. (1997). *Research on the Second Step program: Do student behaviors and attitudes improve? What do teachers think about the program?* Seattle, WA: Committee for Children.

Frey, K. S., Hirschstein, M. K., & Guzzo, B. (2000). *Second Step: Preventing aggression by promoting social competence*. *Journal of Emotional and Behavioral Disorders*, 8(2), 102-112.

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021)

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

4. Parsons will provide research based professional learning opportunities and supports for staff, including: Trauma Informed, Resilience, and LETRs Training

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective_Teacher_Professional_Development_REPORT.pdf.

Darling-Hammond, L. & Richardson, N. (2009). *Research Review/Teacher Learning: What Matters? How Teachers Learn*, 66(5), 46-53. <http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Teacher-Learning@-What-Matters%C2%A2.aspx>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

5. Funds will be used to hire an additional interventionist, classroom size reduction teacher, social worker and academic coach to provide smaller class sizes and tiered systems of academic and social emotional supports in the classroom and after school. These staff members will help support teachers and administrators in addressing the learning loss and work with families to provide support for students social emotional needs across the district.

Meta-Analysis of Research on Class Size and Achievement Author(s): Gene V. Glass and Mary Lee Smith Source: *Educational Evaluation and Policy Analysis*, Vol. 1, No. 1 (Jan. - Feb., 1979), pp. 2- 16 Published by: American Educational Research Association

Promoting Academic Success through Social and Emotional Learning (SEL), Pierce, Petokubi, Nishoioka, and Farrell <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/wa-sel-training5-slides.pdf>

6. Family engagement funds will be provided to each school to build community, provide support and outreach to our families, as well as Parent Education Camps to give SEL / Trauma Training and skills to parents. Developing strong family and

school connections and supports will have a positive impact on student success and performance and reduce the rate of absenteeism and drop out. These funds will help provide communication tools necessary for every student and family to have equal access to services provided and offered by the school system.

Parental Involvement as a Important Factor for Successful Education <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>

A Meta-Analysis of Dropout Prevention Outcomes and Strategies <http://www.dropoutprevention.org/meta-analysis-dropout-prevention-outcome-strategies/> C., H. J. A. (2009).

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Additional ESSER funds will be requested that meet the acceptable uses consistent with section 2001(e)(2) of the ARP Act and are supported by stakeholder input. These funds will support the improvement of indoor air quality, implement public health protocols required for the operation of school facilities, in addition to providing: touchless systems to prevent the spread of the virus, effective communication and amplification tools, additional mental health service and supports to families, students and support additional teacher duties and retention of staff.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER Plan was developed collaboratively with key stakeholders in our community, our local special education interlocal, staff, administration, students, parents and community. The focus of our planning and collaborating with such a diverse group, was to ensure we developed plans that address the general needs of our community, but also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

We have utilized data to make informed decisions that will meet the needs of our community with a focus on all of our students including any diverse demographic groups that may have been impacted disproportionately.

As we move forward we will continue to collaborate with all of our stakeholders and we will utilize our data to determine the evolving needs of our district. This ongoing communication and data analysis will ensure that we are monitoring the implementation of the interventions that we will put in place as a result of our ESSER funds.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$4,663,635	\$0	\$4,663,635	ESSER III Allocations	\$932,727
Approved Total	\$3,128,639	\$0	\$3,128,639	Approved Total	\$461,000
Amount Left	\$1,534,996	\$0	\$1,534,996	Amount Still Needed	\$471,727
In Review Total	\$542,354	\$0	\$542,354	In Review Total	\$0
Amount Left	\$992,642	\$0	\$992,642	Amount Still Needed	\$471,727

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
503-3-0005	Direct	False	2600	730	14	\$542,354	Task Force Review
503-3-0006	Direct	False	1000	110	16	\$105,000	Approved
503-3-0007	Direct	False	1000	110	1A	\$105,000	Approved
503-3-0009	Direct	True	1000	110	11A	\$95,000	Approved
503-3-0010	Direct	True	1000	120	11A	\$55,000	Approved
503-3-0011	Direct	True	2710	120	11A	\$25,000	Approved
503-3-0012	Direct	True	1000	600	11A	\$25,000	Approved
503-3-0013	Direct	True	1000	110	11B	\$155,000	Approved
503-3-0014	Direct	True	1000	120	11B	\$35,000	Approved
503-3-0015	Direct	True	1000	735	12	\$31,000	Approved
503-3-0016	Direct	True	1000	735	11B	\$40,000	Approved
503-3-0017	Direct	False	1000	110	16	\$150,000	Approved
503-3-0018	Direct	False	1000	120	16	\$150,000	Approved
503-3-0019	Direct	False	2500	120	16	\$105,341	Approved
503-3-0001	Direct	False	2600	730	14	\$1,881,490	Approved
503-3-0002	Direct	False	2600	730	14	\$170,808	Approved
503-3-0003	Direct	False	2600	730	15	\$359,195	Disapproved
503-3-0020	Direct	False	2600	730	14	\$88,687	Disapproved

Line Item Details

Line Item ID: 503-3-0005

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 DW EQUIPMENT

Account Number

39760

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

To help mitigate the spread of Covid-19 and any other air-borne diseases we have focused on indoor air quality and fresh air circulation/ventilation/air filtration in our school facilities. HVAC controls are necessary to better control/manage the systems and provide the healthiest outcomes (for our people and the systems). Our schools provide classroom space for over 1300 students and approximately 250 staff members. It is critical that the facilities promote health, well-being, and protection from Covid and any other air-borne disease. The installation of new HVAC controls throughout the district will provide control over the system district wide so that any issues can quickly be identified and addressed. This will result in improved health benefits for our students and staff and mitigate the risk associated with virus transmission. The district doesn't currently have HVAC controls, and this has caused significant issues due to inconsistent temperatures, operation, and inconsistent air circulation and ventilation. Due to the variances in buildings, it has been difficult for our maintenance and custodial staff to properly monitor the circulation, ventilation, filtration system requirements needed to protect the health and wellness of students and staff. The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to the installation of HVAC controls throughout the district. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The system and mechanical contractors that were selected were the lowest bidder and we believe will deliver the best service and units for the cost. The Construction and capital expense request has been submitted.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$542,354
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$542,354</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

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

The Covid-19 pandemic and subsequent school closures and quarantines have clearly illustrated the disparity of resources available among our students and families and the need for additional supports. With over 70% of our students eligible for a free or reduced-price meal and a high rate of foster children in our district, poverty and trauma were exacerbated by the pandemic. It quickly became clear that to meet student and family social, emotional and mental health needs it was necessary to hire a social worker. This staff is trained and experienced in social work, therefore better able to address student and family challenges faced due to the pandemic. Our families need the additional support of a social worker to help address issues with basic needs and parenting so that our children can come to school ready to learn. Our students have struggled with self-regulation and a licensed social worker can provide the classroom, individual and small group support necessary to help a child be successful in school. This staff member will participate regularly in student improvement team meetings and student of concern meetings to help wrap around the services for both families and students that are available and necessary.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	<u>\$105,000</u>

Status

Approved

Line Item ID: 503-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has had a significant impact on a myriad of things specific to our secondary students including attendance, course completion for credit and the number of students graduating college and career ready. To address these pandemic related needs the district will hire an academic advisor/teacher. This advisor/teacher will have dual roles in both teaching classes to high school students helping them prepare to graduate college and career ready and working directly with staff and families to help support students reach academic and graduation goals. The advisor/teacher will monitor student data and ensure that attendance and course completion is on track for graduation. Data will be examined for the entire student population, as well as looked at by sub-groups to ensure that equity is being addressed as evidenced by student need. The advisor/teacher will participate regularly in Student Improvement Team (SIT) meetings and ensure that the students Individual Plans of Study (IPS) are up to date and reflective of the student's current situation and goals. This individual will coordinate weekly IPS meetings and materials in addition to gathering evidence of current levels of student learning. The advisor/teacher will be a part of the leadership team developing strategies and ideas to build on student strengths and address weaknesses in that learning, helping teachers implement those strategies and ideas.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	<u>\$105,000</u>

Status

Approved

Line Item ID: 503-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid- 19 has caused significant learning loss for our students K-12. To combat those losses, our summer school programs have planned for robust, direct, explicit instruction and support based on student achievement and social emotional data. We had approximately 150 students in grades K-5, 30 students grade 6-8 and 30 students grade 9-12. To keep the student/teacher ratio low and provide explicit instruction our certified teacher numbers for K-5 were a 1:7 and for our secondary students 1:6 not including the enrichment workshop teachers. Based on this summer 210 students and 30 certified staff, the expectation is that those numbers will continue to increase in the summer of 2023 and 2024. After a year of successful summer school and enrichment opportunities, parents will feel more comfortable sending their child to summer school and additional learning gaps will be identified as the school year begins and progresses.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	<u>\$95,000</u>

Status

Approved

Line Item ID: 503-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CLASSIFIED INSTRUCTIONAL

Account Number

39720

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid- 19 has caused significant learning loss for our students K-12. In an effort to combat those losses, our summer school programs have planned for robust and direct instruction and support based on student achievement and social emotional data. Support staff have been critical in the success of the programs providing meals, small group instruction and one on one support. Twenty classified staff have been employed district wide for summer school/credit recovery instruction and support in the summer of 2022. We expect those numbers to increase based on increased projected enrollment for the summers of 2023- and 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$30,000
Total Expenditures	\$55,000

Status

Approved

Line Item ID: 503-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III TRANSPORTATION

Account Number

39622

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 negatively impacted student learning causing learning gaps, learning loss, missed instruction and slow achievement growth. In order to address these losses it is necessary for the district to provide summer learning and enrichment programs. The district has over 70% of students that qualify for a free or reduced meal. This poverty impacts a family's ability to provide regular and reliable transportation. In order for our students to be able to attend and participate in summer school they have to have transportation. These funds will provide school bus transportation for students to and from summer school/credit recovery and enrichment opportunities for grades K-12.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	\$25,000

Status

Approved

Line Item Comment from KSDE

Line Item ID: 503-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III SUMMER SUPPLIES

Account Number

39750

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to Covid-19 and poverty levels in the district, our students have not had the opportunities for educational experiences in group settings outside of the classrooms. The field trips for students in grades K-5, are directly related to, and an extension of the curriculum and instruction taught throughout the summer school program. These trips build background knowledge and allow students the opportunity for properly supervised educational experiences to rebuild and practice socially appropriate behaviors with a group in the community at large. Trips to the public library, children's museum, recreation center, zoo and nature areas will be included.

Covid-19 has caused our students in grades 6-12 to be isolated from one another with social distancing and multiple quarantines. Technology and screen time became the focus versus the time spent in conversations and with face-to-face interactions. This has had a direct impact on students social and emotional health and attendance. To help support social and emotional health in addition to credit recovery and traditional summer school, enrichment opportunities for students included summer workshops- where students can sign up to work with a group of other students led by a teacher to work on a specific project or activity. These workshops provided the social settings and opportunities that our secondary students need to rebuild relationships with each other and with staff. It also reinforced for students a reason to stay in school. These workshops included BBQ classes, book clubs, community service projects, gardening, and others.

Instructional supplies for summer school and credit recovery will include, reading and math consumable books, paper, pencils, crayons, construction paper, project supplies, books, games, gardening supplies, and some additional software expenses including Edgenuity and Study Island for summer courses.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$25,000</u>

Status

Approved

Line Item Comment from KSDE

Line Item ID: 503-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has caused significant learning loss for our students due to multiple quarantines, sickness and missed instruction. Due to Covid-19 the district also couldn't hold after school programs from March 2020-December 2021 then on a very small and limited basis during the spring of 2022. This additional support is necessary to help support students in making academic progress and remediate learning loss caused by the pandemic and poor school attendance. After school programs will be held at each building K-12 with approximately 10-12 certified staff total district wide, depending upon student data and need. These teachers will reteach and focus instruction on missing skills, help with current coursework and support credit recovery.

Due to prior limited participation due to COVID-19 restrictions, budgeting for the after-school program in 2023 and 2024 is more future based than past based. For 2023, the budget estimate was calculated as follows:

12 staff per day * 2 hours per day = 24 hours total per after school program day

24 total daily hours * \$20/hour = \$480.00/day

\$480.00 per day * 4 days per week = \$1920.00 per week

\$1920.00 * 38 weeks (estimated school weeks less Christmas break) = \$72,960

Rounded up to \$75,000 to allow for additional hours, snow day make-up, etc.

Budgeting for 2024 entailed taking the 2023 budget and increasing 6%, due to both potential wage increases, and potential staff increases, if necessary.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$80,000
Total Expenditures	\$155,000

Status

Approved

Line Item ID: 503-3-0014

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 TRANSPORTATION

Account Number

39622

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 negatively impacted student learning causing learning gaps, learning loss, missed instruction and slow achievement growth. In order to address these losses it is necessary for the district to provide after-school programs for explicit and direct instruction to help student attain those skills.

The district has over 70% of students that qualify for a free or reduced meal. This poverty impacts a family's ability to provide regular and reliable transportation. In order for our students to be able to attend and participate in after-school programs, they have to have transportation. These funds will provide daily school bus transportation for students K-12 at the conclusion of after school programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$17,000
Budgeted Expenditures in SFY 2024	<u>\$18,000</u>
Total Expenditures	\$35,000

Status

Approved

Line Item ID: 503-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III TECH SUPPLIES

Account Number

39652

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid 19 has impacted student learning with prolonged absences due to sickness and quarantines resulting in learning loss. The purchase of Fastbridge will allow us to screen students for specific reading deficits and plan explicit instruction based on that data and individual student needs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,000
Budgeted Expenditures in SFY 2024	<u>\$17,000</u>
Total Expenditures	\$31,000

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 TECH SUPPLIES

Account Number

39650

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid 19 has impacted student learning and social emotional health with prolonged absences due to sickness and quarantines. Panorama will be used to track academic and social emotional data for individual students, cohorts and classrooms. In addition, Panorama provides social emotional screeners for teachers and students. These completed screeners will allow the district to better meet the social emotional needs of students and staff by identifying specific areas that indicate a need for support. Panorama will sync regularly with our student information system and our assessments (FastBridge, Dibels, MAP) allowing us to have all the academic assessment data and social emotional data for each student in one place for easy retrieval and access. Using this system will ensure that our student improvement teams have a more accurate picture of the whole student and their individual needs based on both the social emotional and academic data.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$40,000</u>

Status

Approved

Line Item Comment from KSDE

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is for certified staff salaries whose duties cannot be performed due to absences related directly to Covid-19, including a self-positive, or other immediate family member or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total certified staff compensation in school year 2020-2021 (the most complete year prior to the time period of available information), compared to the average district wide Covid-19 positivity rates from November 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, year to date gross compensation for certified staff was just under \$7,000,000, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

$$\$75,000 / \$6,919,327.47 = 1.08\% \quad \text{District wide Covid-19 positivity rate on 11/19/2021} = 2.47\%$$

Comparing the 1% certified compensation rate to the 2.47% positivity rate, we first considered that the 2.47% positivity rate included both students and staff and made a reduction of 1%, which left 1.47% remaining to reconcile. Next, we reduced .47% due to the hiring of additional full-time substitutes to help combat certified staff absences. This brought us to the final reconciliation of 1% of certified staff salaries for each year 2023 and 2024, totaling \$150,000 of our ESSER III allocation.

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

Approved

Line Item Comment from KSDE

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CLASSIFIED INSTRUCTIONAL

Account Number

39720

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is for continuation of classified staff salaries whose duties cannot be performed during absences related directly to Covid-19, including a self-positive, other immediate family member, or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total classified staff compensation in school year 2020-2021 (the most recent complete school year information), compared to the average district wide Covid-19 positivity rates from November, 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, total gross compensation for classified staff was \$2,321,945.91, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

$\$75,000 / \$2,321,945.91 = 3.23\%$ District wide Covid-19 positivity rate on 11/29/2021 = 2.47%

Even though the district wide Covid-19 positivity rate of 2.47% includes both students and staff, we did not adjust downward for classified staff. We considered that classified staff positions are generally not covered by either full-time substitutes or on-call substitutes. This lack of coverage often requires other classified staff to work overtime hours to maintain necessary operations during Covid-19 related absences. These considerations allowed us to be satisfied with our projection of a 3.23% increase in staff costs as it compares to the district wide Covid-19 positivity rate of 2.47% on 11/29/2021.

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

Approved

Line Item ID: 503-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III OTHER SUPPORT STAFF

Account Number

39610

Function Code

2500 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Non-instructional staff salaries related to duties which either cannot be performed due to an absence directly related to Covid-19, including a self-positive, immediate family or other dependent positive. These funds could also apply to additional staff duties related to Covid-19, including business office processing, recordkeeping and reporting. It could also apply to technology, maintenance and other related duties for maintaining federal compliance in a quickly changing environment as it relates to Covid-19. This is a small amount of dollars relative to our yearly overall salary cost, but there have been times when additional staff were needed on short-notice. For example, during a period of particularly high participation at our drive-through nasal swab Covid-19 testing site, we needed additional staff to help direct traffic through queues, call students and staff with results and maintain documentation and records.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$52,200
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Budgeted Expenditures in SFY 2024	\$53,141
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Total Expenditures	<u>\$105,341</u>
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Status

Approved

Line Item Comment from KSDE

Line Item ID: 503-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III DW EQUIPMENT

Account Number

39760

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has caused us to focus on indoor air quality and fresh air circulation/ventilation/air filtration in our school facilities to prevent the spread of the virus and any other air-borne disease. The Middle School provides classroom space for over 300 students and approximately 50 staff members, so it is critical that the facilities promote health, well-being, and protection from Covid and any other air-borne disease. The installation of new HVAC equipment will provide improved health benefits for our students and staff.

The HVAC and boiler system is over 20 years old. These systems have struggled to keep up with the circulation, ventilation, filtration system requirements needed to protect the health and wellness of students and staff. The temperature differentials in classrooms are antiquated and have been unmanageable even when the controls are similarly set. Greenbush has come twice in the past four years to conduct air quality testing due to the amount of humidity that is present in some classrooms and the possibility of mold. The inconsistency in air quality and functioning of the current HVAC/boiler equipment clearly indicated a need for updated replacement equipment to be installed.

The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to the installation of a new HVAC system in the Middle School. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The systems and mechanical contractors that were selected were the lowest bidder and we believe will deliver the best service and units for the cost.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,881,490
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,881,490</u>

Status

Approved

Line Item Comment from KSDE

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III DW EQUIPMENT

Account Number

39760

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has caused us to focus on indoor air quality and fresh air circulation/ventilation in our school facilities to prevent the spread of the virus and any other air-borne disease. The Hughes Building at the Middle School is a separate building from the main school and provides the classroom space for weightlifting, workout space, and locker rooms for our practice field. It is used by our physical education students daily and athletic teams year around. The building has limited windows (none that can be opened due to design and height) and currently no HVAC system. There is a large fan that is used to blow air inside the building but it in no way can be regulated to make sure that the indoor air quality is good or that enough fresh air is being circulated in the building. Adding an HVAC system to this building will dramatically increase the amount of time students can safely spend in the building during extreme temperature months especially and ensure that there is adequate air flow and improved air quality to benefit student health.

The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to improving air quality and the installation of a new HVAC system. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The Trane system and mechanical contractor that were selected were the lowest bidder and we believe will deliver the best service and unit for the cost.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$170,808
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$170,808</u>

Status

Approved

Line Item Comment from KSDE

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III DW EQUIPMENT

Account Number

39760

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has illustrated the significant need for clear and safe communication. In our district from August 2020-April 2022 everyone wore masks. It is written in policy that anytime district wide positivity rates reach 1.5% we will go back to a mask mandate. Our students reported that it was a real struggle to hear the teacher clearly while he/she was instructing with a mask. This inability to clearly hear instruction or directions compounded the learning struggles for students and stress on teachers.

We purchased a microphone sound amplification system but our current intercom systems are antiquated, not reliable and the speakers do not provide any sound amplification for classrooms. The new system would allow all teachers and staff to wear a microphone and have their voices amplified through the speakers in the intercom system in the classroom addressing a critical need for everyone to clearly hear the instruction and improve the teaching and learning. Sound amplification is critical during mask mandates.

The new intercom systems will allow for safe delivery of amplified instruction in a face-to-face setting, contactless communication when needed and provide the necessary precautions to communicate clearly and safely during a pandemic. New systems would also allow for staff to contact one another via intercoms vs face to face interaction thus reducing the potential spread of the virus in addition to providing critical sound amplification for staff and students,

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$359,195
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$359,195

Status

Disapproved

Line Item Comment from KSDE

This is not allowable use of ESSER funds.

Line Item ID: 503-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III DW EQUIPMENT

Account Number

39760

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Environmental sensors will be installed in the high school and middle school monitoring temperature, humidity, TVOC (total measure of Volatile Organic Compounds), particulate matter 2.5 (refers to tiny particles inhale particles or droplets in the air that can have negative health effects), vape, air quality, noise level and motion. Monitoring all of this data will allow for early detection and timely resolution of issues for the health and safety of our students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$88,687
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$88,687</u>

Status

Disapproved

Line Item Comment from KSDE

This is not allowable use of ESSER funds.

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		20% Minimum
ESSER III Allocations	\$557,163	\$0	\$557,163	ESSER III Allocations	\$111,433
Approved Total	\$239,859	\$0	\$239,859	Approved Total	\$50,436
Amount Left	\$317,304	\$0	\$317,304	Amount Still Needed	\$60,997
In Review Total	\$38,723	\$0	\$38,723	In Review Total	\$38,723
Amount Left	\$278,581	\$0	\$278,581	Amount Still Needed	\$22,274

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
507-3-0039	Direct	True	1000	110	12	\$38,723	Task Force Review
507-3-0001	Direct	False	2100	120	16	\$39,369	Approved
507-3-0002	Direct	False	2100	220	16	\$3,012	Approved
507-3-0003	Direct	True	1000	120	16	\$13,000	Approved
507-3-0004	Direct	True	1000	220	16	\$1,004	Approved
507-3-0005	Direct	True	1000	110	11A	\$22,300	Approved
507-3-0006	Direct	True	1000	220	11A	\$1,000	Approved
507-3-0007	Direct	True	1000	120	11A	\$3,800	Approved
507-3-0008	Direct	True	1000	220	11A	\$117	Approved
507-3-0009	Direct	True	1000	610	11A	\$3,000	Approved
507-3-0010	Direct	False	2600	120	13	\$5,000	Approved
507-3-0011	Direct	False	1000	110	16	\$33,600	Approved
507-3-0012	Direct	False	1000	120	16	\$9,000	Approved
507-3-0013	Direct	False	1000	220	16	\$3,259	Approved
507-3-0014	Direct	False	2100	110	10	\$2,400	Approved
507-3-0015	Direct	False	2100	220	10	\$184	Approved
507-3-0016	Direct	False	2200	120	16	\$600	Approved
507-3-0017	Direct	False	2200	220	16	\$46	Approved
507-3-0018	Direct	False	2300	110	16	\$1,200	Approved
507-3-0019	Direct	False	2300	120	16	\$600	Approved
507-3-0020	Direct	False	2300	220	16	\$138	Approved
507-3-0021	Direct	False	2400	110	16	\$2,400	Approved
507-3-0022	Direct	False	2400	120	16	\$1,200	Approved
507-3-0023	Direct	False	2400	220	16	\$275	Approved
507-3-0024	Direct	False	2500	120	16	\$600	Approved
507-3-0025	Direct	False	2500	220	16	\$46	Approved
507-3-0026	Direct	False	2600	120	16	\$4,200	Approved
507-3-0027	Direct	False	2600	220	16	\$367	Approved
507-3-0028	Direct	False	2710	120	16	\$3,600	Approved
507-3-0029	Direct	False	2710	220	16	\$275	Approved

507-3-0030	Direct	False	3100	120	16	\$3,000	Approved
507-3-0031	Direct	False	3100	220	16	\$230	Approved
507-3-0032	Direct	False	2200	700	9	\$52,000	Approved
507-3-0033	Direct	False	2200	610	9	\$13,000	Approved
507-3-0034	Direct	False	2600	610	7	\$5,000	Approved
507-3-0035	Direct	False	2600	430	14	\$4,822	Approved
507-3-0036	Direct	True	1000	110	11B	\$4,500	Approved
507-3-0037	Direct	True	1000	120	11B	\$1,215	Approved
507-3-0038	Direct	True	1000	220	11B	\$500	Approved

Line Item Details

Line Item ID: 507-3-0039

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

Certified Salaries

Account Number

76-00-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW: 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

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$38,723

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$38,723

Status

Task Force Review

Line Item ID: 507-3-0001

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

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
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Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$39,369
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$39,369</u>
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Status

Approved

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: 507-3-0002

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

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
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$3,012
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$3,012</u>
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Status

Approved

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: 507-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-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
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Budgeted Expenditures in SFY 2024	\$0
------------------------------------------	-----

Total Expenditures	<u>\$13,000</u>
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Status

Approved

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: 507-3-0004

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

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	\$0
------------------------------------------	-----

Total Expenditures	<u>\$1,004</u>
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Status

Approved

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: 507-3-0005

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

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
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$22,300
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Budgeted Expenditures in SFY 2024	\$0
------------------------------------------	-----

Total Expenditures	<u>\$22,300</u>
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Status

Approved

Line Item Comment from KSDE

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: 507-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-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
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,000</u>

Status

Approved

Line Item Comment from KSDE

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: 507-3-0007

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

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** \$0**Total Expenditures** \$3,800**Status**

Approved

Line Item Comment from KSDE

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: 507-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-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** \$0**Total Expenditures** \$117**Status**

Approved

Line Item Comment from KSDE

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: 507-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-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	\$0
------------------------------------------	-----

Total Expenditures	\$3,000
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Status

Approved

Line Item Comment from KSDE

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: 507-3-0010

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

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	\$0
Total Expenditures	<u>\$5,000</u>

Status

Approved

Line Item Comment from KSDE

Per narrative: "Additionally, we are providing maintenance personnel extra duty compensation for additional time and effort spent sanitizing school facilities."

Line Item ID: 507-3-0011

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

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** \$0**Total Expenditures** \$33,600**Status**

Approved

Line Item ID: 507-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instruction-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** \$0**Total Expenditures** \$9,000**Status**

Approved

Line Item ID: 507-3-0013

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

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** \$0**Total Expenditures** \$3,259**Status**

Approved

Line Item ID: 507-3-0014

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

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** \$0**Total Expenditures** \$2,400**Status**

Approved

Line Item ID: 507-3-0015

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

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
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$184
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Budgeted Expenditures in SFY 2024	\$0
------------------------------------------	-----

Total Expenditures	\$184
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Status

Approved

Line Item ID: 507-3-0016

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

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
------------------------------------------	-----

Budgeted Expenditures in SFY 2022	\$0
------------------------------------------	-----

Budgeted Expenditures in SFY 2023	\$600
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Budgeted Expenditures in SFY 2024	\$0
------------------------------------------	-----

Total Expenditures	\$600
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Status

Approved

Line Item ID: 507-3-0017

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

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** \$0**Total Expenditures** \$46**Status**

Approved

Line Item ID: 507-3-0018

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

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** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 507-3-0019

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

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** \$0**Total Expenditures** \$600**Status**

Approved

Line Item ID: 507-3-0020

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

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** \$0**Total Expenditures** \$138**Status**

Approved

Line Item ID: 507-3-0021

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

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** \$0**Total Expenditures** \$2,400**Status**

Approved

Line Item ID: 507-3-0022

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

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** \$0**Total Expenditures** \$1,200**Status**

Approved

Line Item ID: 507-3-0023

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

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	\$0
Total Expenditures	<u>\$275</u>

Status

Approved

Line Item ID: 507-3-0024

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

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	\$0
Total Expenditures	<u>\$600</u>

Status

Approved

Line Item ID: 507-3-0025

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

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	\$0
Total Expenditures	\$46

Status

Approved

Line Item ID: 507-3-0026

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

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	\$0
Total Expenditures	\$4,200

Status

Approved

Line Item ID: 507-3-0027

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

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	\$0
Total Expenditures	<u>\$367</u>

Status

Approved

Line Item ID: 507-3-0028

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

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	\$0
Total Expenditures	<u>\$3,600</u>

Status

Approved

Line Item ID: 507-3-0029

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

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** \$0**Total Expenditures** \$275**Status**

Approved

Line Item ID: 507-3-0030

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

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** \$0**Total Expenditures** \$3,000**Status**

Approved

Line Item ID: 507-3-0031

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

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
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$230
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$230
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Status

Approved

Line Item ID: 507-3-0032

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

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.

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	\$0
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Total Expenditures	\$52,000
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Status

Approved

Line Item Comment from KSDE

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."

Allocation Type

Direct Allocation

Is this 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	\$0
Total Expenditures	<u>\$13,000</u>

Status

Approved

Line Item Comment from KSDE

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."

Allocation Type

Direct Allocation

Is this 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	\$0
Total Expenditures	<u>\$5,000</u>

Status

Approved

Line Item Comment from KSDE

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: 507-3-0035

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

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** \$0**Total Expenditures** \$4,822**Status**

Approved

Line Item Comment from KSDE

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: 507-3-0036

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

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	\$0
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Total Expenditures	<u>\$4,500</u>
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Status

Approved

Line Item Comment from KSDE

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: 507-3-0037

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

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	\$0
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Total Expenditures	<u>\$1,215</u>
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Status

Approved

Line Item Comment from KSDE

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: 507-3-0038

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

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** \$0**Total Expenditures** \$500**Status**

Approved

Line Item Comment from KSDE

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."